

**Discipline Specific Knowledge Table (pages 1- 21), Profession-wide Competency Table (pages 22 – 60):**

**Table 2: Discipline-Specific Knowledge:**

Complete the table for each discipline-specific knowledge area outlined in Implementing Regulation (IR) C-7 D.

**The program should also use this table as it collects proximal data consistent with the requirements of IR C-18 D.** According to the IR, programs must, “provide data to CoA that document that by the time of graduation, all students have attained the required minimum levels of achievement for each required area of discipline-specific knowledge.” The IR also states that, “Because discipline-specific knowledge serves as the foundation to further training in health service psychology, data regarding [these areas] need only be presented at the proximal level; distal data are not required for discipline-specific knowledge.”

**NOTE:** When evaluation forms/surveys are used to evaluate knowledge, please identify the specific items/sections of the form that are relevant to each DSK area. Also, if one course provides coverage in multiple DSK areas, or a DSK area is only reflected in a limited section of the course, the program should describe how the reported minimum level of achievement [MLA] assures knowledge attainment in each specific DSK area. Because overall course grades often reflect performance aggregated across all course components, course grades may not be sufficiently sensitive to knowledge in specific DSK components, unless, for example, provisions are made in the syllabus for DSK MLA attainment as a condition of earning an overall course grade.

Provide information below to illustrate how the program ensures that students possess knowledge in:		
<b>Knowledge Area:</b>	<b><i>History and Systems of Psychology</i></b>	
How does the program ensure that students possess knowledge?	<ul style="list-style-type: none"> <li>Course PSYD 8227.10 – History and Systems of Psychology</li> </ul>	
How does the program assess students’ knowledge in this area?	<p>How Outcomes are Measured</p> <ul style="list-style-type: none"> <li>Specific Assessment:                             <ol style="list-style-type: none"> <li>Required reaction papers in 8227.10</li> </ol> </li> <li>Broad Assessment:                             <ol style="list-style-type: none"> <li>Overall class performance in PSYD 8227.10</li> <li>Student and Advisor Biannual Review</li> </ol> </li> </ul>	<p>Evaluation tool and location:</p> <ul style="list-style-type: none"> <li>Specific Assessment:                             <ol style="list-style-type: none"> <li>Criteria specified for reaction papers in 3<sup>rd</sup> year course PSYD 8227.10 “History and Systems” (Syllabus in self-study Section II.B.2 )</li> </ol> </li> <li>Broad Assessment:                             <ol style="list-style-type: none"> <li>A “B-” in PSYD 8227.10 (Syllabus in self-study Section II.B.2 )</li> <li>Student and Advisor Biannual review ( <a href="#">Appendix II.B.1.a.1.2</a> and <a href="#">Appendix II.B.1.a.1.3</a> )</li> </ol> </li> </ul>

<p>For each outcome above, what minimum level of achievement (MLA) must be met?</p>	<ul style="list-style-type: none"> <li>• <b>Specific Assessment MLA:</b>                      Reaction papers should be based in integrative, professional-level understanding of psychological science, methodology, and theory, and may also incorporate interdisciplinary discourse and the history and underlying conceptual systems of thinking that undergird psychology as a discipline. Grades are based the accuracy and nuance demonstrated in the student’s use of concepts, the depth and focus of their critical thinking, the professional quality of your writing, and your measured demonstration of the competencies in communications and interpersonal skills described in the syllabus.</li>   <li>• <b>Broad Assessment MLA:</b>                      Overall course (PSYD 8227.10 – History and Systems of Psychology) performance of a B-: Good (B- to B+): Demonstrates adequate accuracy of demonstrated understanding of philosophical concepts, schools of psychological thinking, and historical concepts learned through assigned readings and class discussions; adequate critical thinking ability demonstrated by informed critique of concepts; and adequate ability to apply concepts in an informed way to clinical practice issues.                      The professor works closely with all of the students, and may indicate directly to the student or the advisor that additional work is requires to meet a competency.</li> </ul> <p>From Biannual review forms a response of “On schedule – Meeting expectations” for the Discipline-Specific Knowledge area of History and Systems at the level expected for the student’s current level of training. The advisor’s overall rating is based on faculty review the progress of each student in the nine DSK program competency areas.                      If there is evidence that competence in a DSK is lacking due to poor performance on other tasks requiring this DSK, then the advisor (with input from our biannual faculty retreat where students’ performance is discussed) can flag this as an area of needed remediation.</p> <p>While none of these areas are expected to comprehensively address the issue on their own, combined they do provide several avenues of information that together can provide reassurance that a DSK is being achieved. The specific assessment may fail due to being a single measure, the broad assessment may fail due to being overly broad, however together they supplement one another to give us several chances to ensure that the student has demonstrated this particular area of knowledge.</p>
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Table 2 (Doctoral): Standard II.B

<b>Knowledge Area:</b>	<b><i>Affective Aspects of Behavior</i></b>		
How does the program ensure that students possess knowledge?	<ul style="list-style-type: none"> <li>• <u>Course PSYD 8206.10 – Cognitive and Affective Basis of Clinical Psychology</u></li> </ul>		
How does the program assess students’ knowledge in this area?	<table border="1"> <tr> <td> <p>How outcomes are measured:</p> <ul style="list-style-type: none"> <li>• <b>Specific Assessment:</b></li> </ul> <ol style="list-style-type: none"> <li>1. Students select a clinical case from one of their therapy or assessment cases and discuss how that case illustrated one of the models of affect discussed in the readings, as well as how the case did not reflect one of the competing models. (Syllabus in self-study Section II.B.2*)</li> </ol> <ul style="list-style-type: none"> <li>• <b>Broad Assessment:</b></li> </ul> <ol style="list-style-type: none"> <li>2. Overall class performance (discussed with student and at biannual faculty retreat with the student’s advisor)</li> <li>3. Student and Advisor Biannual Review</li> </ol> </td> <td> <p>Evaluation tool and location:</p> <p>Specific Assessment:</p> <ul style="list-style-type: none"> <li>• Affective phenomenon paper in 2<sup>nd</sup> year course PSYD 8206.10 (Syllabus in self-study Section II.B.2 )</li> </ul> <p>Broad Assessment:</p> <ul style="list-style-type: none"> <li>• A “B” in PSYD 8206.10 (Assignments and two exams, see Syllabus in self-study Section II.B.2)</li> <li>• Student and Advisor Biannual review</li> <li>• Student and Advisor Biannual review ( <a href="#">Appendix II.B.1.a.1.2</a> and <a href="#">Appendix II.B.1.a.1.3</a> )</li> </ul> </td> </tr> </table>	<p>How outcomes are measured:</p> <ul style="list-style-type: none"> <li>• <b>Specific Assessment:</b></li> </ul> <ol style="list-style-type: none"> <li>1. Students select a clinical case from one of their therapy or assessment cases and discuss how that case illustrated one of the models of affect discussed in the readings, as well as how the case did not reflect one of the competing models. (Syllabus in self-study Section II.B.2*)</li> </ol> <ul style="list-style-type: none"> <li>• <b>Broad Assessment:</b></li> </ul> <ol style="list-style-type: none"> <li>2. Overall class performance (discussed with student and at biannual faculty retreat with the student’s advisor)</li> <li>3. Student and Advisor Biannual Review</li> </ol>	<p>Evaluation tool and location:</p> <p>Specific Assessment:</p> <ul style="list-style-type: none"> <li>• Affective phenomenon paper in 2<sup>nd</sup> year course PSYD 8206.10 (Syllabus in self-study Section II.B.2 )</li> </ul> <p>Broad Assessment:</p> <ul style="list-style-type: none"> <li>• A “B” in PSYD 8206.10 (Assignments and two exams, see Syllabus in self-study Section II.B.2)</li> <li>• Student and Advisor Biannual review</li> <li>• Student and Advisor Biannual review ( <a href="#">Appendix II.B.1.a.1.2</a> and <a href="#">Appendix II.B.1.a.1.3</a> )</li> </ul>
<p>How outcomes are measured:</p> <ul style="list-style-type: none"> <li>• <b>Specific Assessment:</b></li> </ul> <ol style="list-style-type: none"> <li>1. Students select a clinical case from one of their therapy or assessment cases and discuss how that case illustrated one of the models of affect discussed in the readings, as well as how the case did not reflect one of the competing models. (Syllabus in self-study Section II.B.2*)</li> </ol> <ul style="list-style-type: none"> <li>• <b>Broad Assessment:</b></li> </ul> <ol style="list-style-type: none"> <li>2. Overall class performance (discussed with student and at biannual faculty retreat with the student’s advisor)</li> <li>3. Student and Advisor Biannual Review</li> </ol>	<p>Evaluation tool and location:</p> <p>Specific Assessment:</p> <ul style="list-style-type: none"> <li>• Affective phenomenon paper in 2<sup>nd</sup> year course PSYD 8206.10 (Syllabus in self-study Section II.B.2 )</li> </ul> <p>Broad Assessment:</p> <ul style="list-style-type: none"> <li>• A “B” in PSYD 8206.10 (Assignments and two exams, see Syllabus in self-study Section II.B.2)</li> <li>• Student and Advisor Biannual review</li> <li>• Student and Advisor Biannual review ( <a href="#">Appendix II.B.1.a.1.2</a> and <a href="#">Appendix II.B.1.a.1.3</a> )</li> </ul>		
For each outcome above, what minimum level of achievement (MLA) must be met?	<p>Specific Assessment MLA: Grade of B on affective phenomenon paper. Criteria for grade of B = three criteria met:</p> <ol style="list-style-type: none"> <li>1) Select an assessment or clinical case from the last year and discuss a behavior that reflects an affective phenomenon as discussed in class, and write a 10 page paper.</li> <li>2) Discuss how this behavior illustrates a particular model of affect with citations to at least 2 recent peer reviewed original empirical articles.</li> <li>3) Discuss how this behavior does not illustrate an opposing model of affect with citations to at least 2 peer reviewed original empirical articles.</li> <li>4) Resolve the conflict between the models with a comment on implications for treatment.</li> </ol>		

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	<p>Broad Assessment MLA:</p> <ul style="list-style-type: none"> <li>• Overall course (PSYD 8206.10 – Cognitive and Affective Basis of Clinical Psychology) performance of a B or greater: The professor works closely with all of the students, and may indicate directly to the student or the advisor that additional work is required to meet a competency. Two exams, paper on application of cognitive theories to clinical case study.</li> <li>• From Biannual review forms a response of “On schedule – Meeting expectations” for the Discipline-Specific Knowledge area of Affective Aspects of Behavior at the level expected for the student’s current level of training. The advisor’s overall rating is based on faculty review the progress of each student in the nine DSK program competency areas. If there is evidence that competence in a DSK is lacking due to poor performance on other tasks requiring this DSK, then the advisor (with input from our biannual faculty retreat where students’ performance is discussed) can flag this as an area of needed remediation.</li> </ul> <p>While none of these areas are expected to comprehensively address the issue on their own, combined they do provide several avenues of information that together can provide reassurance that a DSK is being achieved. The specific assessment may fail due to being a single measure, the broad assessment may fail due to being overly broad, however together they supplement one another to give us several chances to ensure that the student has demonstrated this particular area of knowledge.</p>	
<b>Knowledge Area:</b>	<b><i>Biological Aspects of Behavior</i></b>	
How does the program ensure that students possess knowledge?	<ul style="list-style-type: none"> <li>• <u>Course PSYD 8204 – Biological Bases of Behavior</u></li> </ul>	
How does the program assess students’ knowledge in this area?	<p>How outcomes are measured:</p> <ul style="list-style-type: none"> <li>• Specific Assessment:</li> </ul> <ol style="list-style-type: none"> <li>1. In the course, a grade of “B” on an detailed literature review of the biological bases of a form of psychopathology (20-25 pages; APA format) The paper must include sections describing:               <ol style="list-style-type: none"> <li>a) development &amp; course of the disorder,</li> </ol> </li> </ol>	<p>Evaluation tool and location:</p> <p>Specific Assessment:</p> <ol style="list-style-type: none"> <li>1. Final paper for PSYD 8204 (Syllabus in self-study Section II.B.2)</li> </ol>

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	<p>b) cerebral localization,  c) neurotransmitters involved,  d) genetics,  e) treatment (including pharmacotherapy),  f) current controversies about the biology of the disorder and the appropriate next steps for researchers to take.</p> <ul style="list-style-type: none"> <li>• Broad Assessment:</li> </ul> <p>2. Overall class performance (discussed with student and at biannual faculty retreat with the student’s advisor)  3. Student and Advisor Biannual Review</p>	<p>Broad Assessment:</p> <p>2. A “B” in PSYD 8204 (Syllabus in self-study Section II.B.2  <a href="#">Appendix II.B.2.1.11</a>)</p> <p>3. Student and Advisor Biannual review (see <a href="#">Appendix II.B.1.a.1.2</a> and <a href="#">Appendix II.B.1.a.1.3</a>)</p>
<p>For each outcome above, what minimum level of achievement (MLA) must be met?</p>	<p>Specific Assessment MLA: Grade of B on final paper. Criteria for grade of B:  1) Review cites 20 or more relevant articles from the scientific literature that are from the past 10 years with a detailed written description of several components of the basic neurophysiology associated with a specified behavior that meet the 6 biological aspects listed above (a-f).</p> <p>Broad Assessment MLA:  2) Overall course (PSYD 8204 – Biological Bases of Behavior) performance of a B or greater: The professor works closely with all of the students, and may indicate directly to the student or the advisor that additional work is required to meet a competency.</p> <ul style="list-style-type: none"> <li>• From Biannual review forms a response of “On schedule – Meeting expectations” for the Discipline-Specific Knowledge area of Biological Aspects of Behavior at the level expected for the student’s current level of training. The advisor’s overall rating is based on faculty review the progress of each student in the nine DSK program competency areas. If there is evidence that competence in a DSK is lacking due to poor performance on other tasks requiring this DSK, then the advisor (with input from our biannual faculty retreat where students’ performance is discussed) can flag this as an area of needed remediation.</li> </ul>	

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	<p>While none of these areas are expected to comprehensively address the issue on their own, combined they do provide several avenues of information that together can provide reassurance that DSKs are being achieved. The specific assessment may fail due to being a single measure, the broad assessment may fail due to being overly broad, however together they supplement one another to give us plenty of chances to insure that the student has demonstrated this particular knowledge.</p>	
<b>Knowledge Area:</b>	<b><i>Cognitive Aspects of Behavior</i></b>	
How does the program ensure that students possess knowledge?	<ul style="list-style-type: none"> <li>• <u>Course PSYD 8206.10 – Cognitive and Affective Basis of Clinical Psychology</u></li> </ul>	
How does the program assess students’ knowledge in this area?	<p>How outcomes are measured:</p> <ul style="list-style-type: none"> <li>• Specific Assessment:               <ol style="list-style-type: none"> <li>1. Students select a clinical case from one of their therapy or assessment cases and discuss how that case illustrated one of the models of cognitive processes discussed in the readings, as well as how the case did not reflect one of the competing models.</li> </ol> </li> <li>• Broad Assessment:               <ol style="list-style-type: none"> <li>2. Overall class performance (discussed with student and at biannual faculty retreat with the student’s advisor)</li> <li>3. Student and Advisor Biannual Review</li> </ol> </li> </ul>	<p>Evaluation tool and location:</p> <p>Specific Assessment:</p> <ol style="list-style-type: none"> <li>1. Cognitive Phenomenon Paper in PSYD 8206.10 illustrating Cognitive Processes. (Syllabus in self-study Section II.B.2 )</li> </ol> <p>Broad Assessment:</p> <ol style="list-style-type: none"> <li>2. A “B” in PSYD 8206.10 (Assignments and two exams, see Syllabus in self-study Section II.B.2)</li> <li>3. Student and Advisor Biannual review (<a href="#">Appendix II.B.1.a.1.2</a> and <a href="#">Appendix II.B.1.a.1.3</a>)</li> </ol>
For each outcome above, what minimum level of achievement (MLA) must be met?	<p>Specific Assessment MLA: Grade of B on cognitive phenomenon paper. Criteria for grade of B = three criteria met</p> <ol style="list-style-type: none"> <li>1. Select an assessment or clinical case from the last year and discuss a behavior that reflects a cognitive phenomenon as discussed in class, and write a 10 page paper.</li> </ol>	

	<p>2. Discuss how this behavior illustrates a particular model of cognition with citations to at least 2 recent peer reviewed original empirical articles.</p> <p>3. Discuss how this behavior does not illustrate an opposing model of affect with citations to at least 2 peer reviewed original empirical articles.</p> <p>4. Resolve the conflict between the models with a comment on implications for treatment.</p> <p>Broad Assessment MLA:</p> <ul style="list-style-type: none"> <li>Overall course (PSYD 8206.10 – Cognitive and Affective Basis of Clinical Psychology) performance of a B or greater: The professor works closely with all of the students, and may indicate directly to the student or the advisor that additional work is required to meet a competency. Two exams, paper on application of cognitive theories to clinical case study.</li> <li>From Biannual review forms a response of “On schedule – Meeting expectations” for the Discipline-Specific Knowledge area of Cognitive Aspects of Behavior at the level expected for the student’s current level of training. The advisor’s overall rating is based on faculty review the progress of each student in the nine DSK program competency areas. If there is evidence that competence in a DSK is lacking due to poor performance on other tasks requiring this DSK, then the advisor (with input from our biannual faculty retreat where students’ performance is discussed) can flag this as an area of needed remediation.</li> </ul> <p>While none of these areas are expected to comprehensively address the issue on their own, combined they do provide several avenues of information that together can provide reassurance that a DSK is being achieved. The specific assessment may fail due to being a single measure, the broad assessment may fail due to being overly broad, however together they supplement one another to give us several chances to ensure that the student has demonstrated this particular area of knowledge.</p>	
<b>Knowledge Area:</b>	<b><i>Developmental Aspects of Behavior</i></b>	
How does the program ensure that students possess knowledge?	<ul style="list-style-type: none"> <li><u>Course PSYD 8260 – Lifespan Development</u></li> </ul>	
How does the program assess students’ knowledge in this area?	How outcomes are measured:	Evaluation tool and location:

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	<p>Specific Assessment:</p> <ol style="list-style-type: none"> <li>1. An exam will be given at the end of the course. This exam will draw from class readings, lectures, discussions and presentations. Exam questions will be formatted to emulate the questions in the Growth and Life Span Development section of the Examination for Practice in Professional Psychology (EPPP) -- i.e., the licensing exam.</li> <li>2. A presentation exploring a topic within the field of Life Span Development that includes a detailed summary of at least two additional primary source materials (including original empirical work) that represent either: (1) different approaches or perspectives on the topic or (2) periods in development across the life span other than those represented in the assigned reading.</li> </ol> <p>Broad Assessment:</p> <ol style="list-style-type: none"> <li>3. Overall class performance (discussed with student and at biannual faculty retreat with the student’s advisor)</li> <li>4. Student and Advisor Biannual Review</li> </ol>	<p>Specific Assessment:</p> <ol style="list-style-type: none"> <li>1. Final exam in PSYD 8260. (Syllabus in self-study Section II.B.2)</li> <li>2. Class presentation in PSYD 8260. (Syllabus in self-study Section II.B.2)</li> </ol> <p>Broad Assessment:</p> <ol style="list-style-type: none"> <li>3. A “B” in PSYD 8260 (Presentation, Exam, and participation: Syllabus in self-study Section II.B.2)</li> <li>4. Student and Advisor Biannual review ((<a href="#">Appendix II.B.1.a.1.2</a> and Peimary <a href="#">Appendix II.B.1.a.1.3</a>)</li> </ol>
<p>For each outcome above, what minimum level of achievement (MLA) must be met?</p>	<p>Specific Assessment MLAs:</p> <p>Grade of B on final exam. Grade on final exam is structured such that “B” grades reflect adequate</p>	



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	<p>mastery of the material and skills being addressed, taking into account both relevant objective standards and instructor’s assessment of the quality of the work by clinical and professional standards. This is the minimal level of performance expected of a doctoral student.</p> <p>Class presentation meets criteria: Successful presentations include: concise introduction to your lifespan topic, detailed summary of two primary sources, and two questions for class discussion that address the quality of studies and/or their clinical significance.</p> <p>Broad Assessment MLA:</p> <ul style="list-style-type: none"> <li>• Overall course (PSYD 8260) performance of a B or greater: The professor works closely with all of the students, and may indicate directly to the student or the advisor that additional work is required to meet a competency. Two exams, paper on application of cognitive theories to clinical case study.</li> <li>• From Biannual review forms a response of “On schedule – Meeting expectations” for the Discipline-Specific Knowledge area of Developmental Aspects of Behavior at the level expected for the student’s current level of training. The advisor’s overall rating is based on faculty review the progress of each student in the nine DSK program competency areas. If there is evidence that competence in a DSK is lacking due to poor performance on other tasks requiring this DSK, then the advisor (with input from our biannual faculty retreat where students’ performance is discussed) can flag this as an area of needed remediation.</li> </ul> <p>While none of these areas are expected to comprehensively address the issue on their own, combined they do provide several avenues of information that together can provide reassurance that a DSK is being achieved. The specific assessment may fail due to being a single measure, the broad assessment may fail due to being overly broad, however together they supplement one another to give us several chances to ensure that the student has demonstrated this particular area of knowledge.</p>
<p><b>Knowledge Area:</b></p>	<p><b><i>Social Aspects of Behavior</i></b></p>
<p>How does the program ensure that students possess knowledge?</p>	<ul style="list-style-type: none"> <li>• <u>Course PSYD 8207 – Group Processes (Graduate Social Psychology)</u></li> </ul>

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<p>How does the program assess students' knowledge in this area?</p>	<p>How outcomes are measured:</p> <p style="text-align: center;">Specific Assessment:</p> <ol style="list-style-type: none"> <li>Students first rate themselves and others on non-pathological personality measures (e.g. NEO). After getting feedback on self/other perceptions and accuracy, students will then reflect on both biases in attributional accuracy as well as potential influences of the trait on functioning in our social/group environment while citing relevant literature as support.</li> </ol> <p style="text-align: center;">Broad Assessment:</p> <ol style="list-style-type: none"> <li>Overall class performance (discussed with student and at biannual faculty retreat with the student's advisor)</li> <li>Student and Advisor Biannual Review</li> </ol>	<p>Evaluation tool and location:</p> <p style="text-align: center;">Specific Assessment:</p> <ol style="list-style-type: none"> <li>Students will demonstrate skills in data collection and analysis with participation in the class project in PSYD 8207 addressing Group processes, attributions, discrimination, and attitudes. (Syllabus appended in self-study Section II.B.2.) Students then write a paper reviewing and critique two articles less than a decade old from a peer-reviewed social psychology journal that has been approved by the instructor (e.g. Journal of Personality and Social Psychology) and reflect major themes discussed in class.</li> </ol> <p style="text-align: center;">Broad Assessment:</p> <ol style="list-style-type: none"> <li>A "B" in PSYD 8206.10 (Syllabus in self-study Section II.B.2).</li> <li>Student and Advisor Biannual review (<a href="#">Appendix II.B.1.a.1.2</a> and <a href="#">Appendix II.B.1.a.1.3</a>)</li> </ol>
<p>For each outcome above, what minimum level of achievement (MLA) must be met?</p>	<p style="text-align: center;"><b>Specific Assessment MLA: Grade of B class project.</b></p> <p style="text-align: center;">Grading rubric for Self/Other Paper</p> <p>Students will be offered the opportunity to rate themselves and others on non-pathological personality measures (e.g. NEO). After getting feedback, students will then reflect on a trait, and cite relevant literature as support. Students will also comment on the pattern of congruency and discrepancy of their peers' rating. The paper should be 10 pages double spaced. A grade of either "B" on the following criteria or in the class as a whole may result in remediation.</p>	

	<p>For the competency rubrics, F = an adequate discussion of two criteria, C = three criteria met, B = four criteria met, A = all criteria met, and no remediation.</p> <p>Demonstrating a basic knowledge of the breadth of scientific psychology (for this class, via understanding the social limits of self and other perception, and the implication of traits for social interactions) and citing literature to support an argument where appropriate.</p> <ol style="list-style-type: none"> <li>1. Select a trait you were rated on, define it and discuss some implications of the trait based class readings and materials concerning the trait.             <ol style="list-style-type: none"> <li>a. Full credit for clearly identifying the trait, the range in which you scored, and citing research concerning an implication for how it might have a social impact</li> <li>b. 80% on this item for identifying the trait, the range in which you scored, and citing research concerning an implication for your own well-being OR how others might react to you.</li> <li>c. &lt;80% on any criteria results in remediation</li> </ol> </li> <li>2. Critically discuss a peer-reviewed article (e.g. report methods, magnitude of effect size, and at least one strength and limitation), that explores the social impact of this trait (either how this trait is beneficial or how it is concerning).             <ol style="list-style-type: none"> <li>a. Full credit for correctly identifying the method of the study, the measurement used, the effect size or other indicator of a magnitude of effect, and one strength and one weakness of the study (e.g. validity issues).</li> <li>b. 80% on this item for identifying all of “a” above, with some confusion or ambiguity regarding only one of the components.</li> <li>c. &lt;80% on any criteria results in remediation</li> </ol> </li> <li>3. Select a trait to discuss accuracy in rating others (either your rating of others, other’s rating you versus your self-rating, or how accurate the class was in general in rating others). Define the trait and discuss some implications of the trait based class readings and materials concerning the trait.             <ol style="list-style-type: none"> <li>a. Full credit for clearly identifying the trait, the magnitude of the correlation indicating accuracy, and citing research concerning why people’s ratings might be accurate or inaccurate (e.g. heuristics, biases, group phenomenon, et cetera).</li> <li>b. 80% on this item for identifying the trait, the range in which you scored, and citing research concerning an implication for your own well-being OR how others might react to you.</li> <li>c. &lt;80% on any criteria results in remediation</li> </ol> </li> <li>4. Critically discuss a peer-reviewed article (e.g. report methods, magnitude of effect size, and at least one strength and limitation), that explores how social context can influence accuracy.             <ol style="list-style-type: none"> <li>a. Full credit for correctly identifying the method of the study, the measurement used, the effect size or other indicator of a magnitude of effect, and one strength and one weakness of the study (e.g. validity issues).</li> </ol> </li> </ol>
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	<p>b. 80% on this item for identifying all of “a” above, with some confusion or ambiguity regarding only one of the components.</p> <p>c. &lt;80% on any criteria results in remediation</p> <p>5. Integrate the results with commentary on the project, what you learned, and how you might address any concerning traits, build on any strengths, or productively address any (in)accuracies.</p> <p>a. Full credit for referring to research findings supporting your point (either from class or from the literature).</p> <p>b. 80% on this item discussing the issues above thoroughly but without citations.</p> <p>c. &lt;80% on any criteria results in remediation</p> <p><b>Broad Assessment MLA:</b></p> <ul style="list-style-type: none"> <li>• Overall course (PSYD 8207) performance of a B or greater: The professor works closely with all of the students, and may indicate directly to the student or the advisor that additional work is requires to meet a competency. Two exams, paper on application of cognitive theories to clinical case study.</li> <li>• From Biannual review forms a response of “On schedule – Meeting expectations” for the Discipline-Specific Knowledge area of Cognitive Aspects of Behavior at the level expected for the student’s current level of training. The advisor’s overall rating is based on faculty review the progress of each student in the nine DSK program competency areas. If there is evidence that competence in a DSK is lacking due to poor performance on other tasks requiring this DSK, then the advisor (with input from our biannual faculty retreat where students’ performance is discussed) can flag this as an area of needed remediation.</li> </ul> <p>While none of these areas are expected to comprehensively address the issue on their own, combined they do provide several avenues of information that together can provide reassurance that a DSK is being achieved. The specific assessment may fail due to being a single measure, the broad assessment may fail due to being overly broad, however together they supplement one another to give us several chances to ensure that the student has demonstrated this particular area of knowledge.</p>
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Table 2 (Doctoral): Standard II.B

<p><b>Knowledge Area:</b></p>	<p><b><i>Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas (excluding History and Systems)</i></b></p>	
<p>How does the program ensure that students possess knowledge?</p>	<ul style="list-style-type: none"> <li>• <u>Course PSYD 8206.10 – Cognitive and Affective Basis of Clinical Psychology</u></li> <li>• Major Area Paper (MAP)</li> </ul>	
<p>How does the program assess students’ knowledge in this area?</p>	<p>How outcomes are measured:</p> <ul style="list-style-type: none"> <li>• Specific Assessment:             <ol style="list-style-type: none"> <li>1. Presentation integrating Cognitive and Affective Processes to understand a case study</li> <li>2. MAP reviewed by core faculty member and by a second faculty member or supervisor with relevant knowledge and experience</li> </ol> </li> <li>• Broad Assessment:             <ol style="list-style-type: none"> <li>3. Overall class performance (discussed with student and at biannual faculty retreat with the student’s advisor)</li> <li>4. Student and Advisor Biannual Review</li> </ol> </li> </ul>	<p>Evaluation tool and location:</p> <p>Specific Assessment:</p> <ol style="list-style-type: none"> <li>1. Integration Paper in PSYD 8206.10 illustrating that integrates at least two areas (Cognitive, Affective, Social, or Biological). (Syllabus appended below in self-study Section II.B.2)</li> <li>2. MAP description in Student Handbook</li> </ol> <p>Broad Assessment:</p> <ol style="list-style-type: none"> <li>3. A “B” in PSYD 8206.10 (Syllabus in self-study Section II.B.2)</li> <li>4. Student and Advisor Biannual review (<a href="#">Appendix II.B.1.a.1.2</a> and <a href="#">Appendix II.B.1.a.1.3</a>)</li> </ol>
<p>For each outcome above, what minimum level of achievement (MLA) must be met?</p>	<p>1) Specific Assessment MLAs:</p> <p>Integrative paper in PSYD 8206: MLA criteria for Advanced Integrative Knowledge requirement = grade of B on integration paper, where B = four of the following five criteria met:</p> <ol style="list-style-type: none"> <li>a) Demonstrate a basic knowledge of the breadth of scientific psychology and cite literature to support an argument where appropriate. Cite at least 2 peer reviewed articles to support each knowledge base you discuss.</li> <li>b) Discuss the integration on a theoretical level.</li> <li>c) Discuss the relative levels of explanation (e.g. affective versus cognitive) and make a case for causality (e.g. primacy or reciprocal)</li> <li>d) Discuss how the each process (e.g. cognitive or affective) helps inform and understand the other level of understanding in terms of offering insight on whether one can be reduced to</li> </ol>	

	<p>the other (e.g. mediational model), both need to be considered or addressed (e.g. moderating variables), or either could be consider or addressed independently (e.g. two routes to change).</p> <p>e) Reflect on integrating the two levels of explanation and how their integration better informs your clinical practice.</p> <p>Major Area Paper (MAP) MLA: integrative knowledge criterion: successfully meet Benchmark #1. Benchmark #1- <u>Integrative Critical Thinking</u>          MAP integrates a consideration of the relevant literature and a relevant psychodynamic issue. In doing so, it must integrate material from at least two Domain Specific Knowledge (DSK) areas. That is, your answer to your MAP question integrates multiple basic discipline-specific content areas (at least two of: affective, biological, cognitive, social, or developmental aspects of behavior). This integration may reflect agreement or a scholarly critique of evidence from the literature you cite and its application to analysis of your process material.</p> <p>2) Broad Assessment MLA:</p> <p>Overall course (PSYD 8206.10 – Cognitive and Affective Basis of Clinical Psychology) performance of a B or greater: The professor works closely with all of the students, and may indicate directly to the student or the advisor that additional work is requires to meet a competency. Two exams, paper on integration of DSK areas.</p> <p>From Biannual review forms a response of “On schedule – Meeting expectations” for the Discipline-Specific Knowledge area of Advanced Integrative Knowledge at the level expected for the student’s current level of training. The advisor’s overall rating is based on faculty review the progress of each student in DSK program competency areas. If there is evidence that competence in a DSK is lacking due to poor performance on other tasks requiring this DSK, then the advisor (with input from our biannual faculty retreat where students’ performance is discussed) can flag this as an area of needed remediation.</p> <p>While none of these areas are expected to comprehensively address the issue on their own, combined they do provide several avenues of information that together can provide reassurance that DSKs are being achieved. The specific assessment may fail due to being a single measure, the broad assessment may fail</p>
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Table 2 (Doctoral): Standard II.B

	due to being overly broad, however together they supplement one another to give us plenty of chances to insure that the student has demonstrated this particular knowledge.	
<b>Knowledge Area:</b>	<b>Research Methods</b>	
How does the program ensure that students possess knowledge?	<ul style="list-style-type: none"> <li>Required course PSYD 8270.11 – Methods</li> </ul>	
How does the program assess students’ knowledge in this area?	<p>How outcomes are measured:</p> <p>Specific Assessment:</p> <ol style="list-style-type: none"> <li>Research Methods (PSYD 8270.11) course which requires students to design, conduct and present results of research.</li> </ol> <p>Broad Assessment:</p> <ol style="list-style-type: none"> <li>Overall class performance in PSYD 8270.11 – Methods (discussed with student and at biannual faculty retreat with the student’s advisor)</li> <li>Student and Advisor Biannual Review</li> </ol>	<p>Evaluation tool and location:</p> <p>Specific Assessment:</p> <ol style="list-style-type: none"> <li>Students demonstrate skills in research methods by critically evaluating research supporting a psychological treatment and designing, conducting and presenting a quantitative single subject ABACA design to test the effect of two treatments.</li> </ol> <p>Broad Assessment:</p> <ol style="list-style-type: none"> <li>A “B” in PSYD 8206.10 (Syllabus in self-study Section II.B.2)</li> <li>Student and Advisor Biannual review (<a href="#">Appendix II.B.1.a.1.2</a> and <a href="#">Appendix II.B.1.a.1.3</a>)</li> </ol>
For each outcome above, what minimum level of achievement (MLA) must be met?	<p>Specific Assessment MLAs:</p> <p>In PSYD 8270.11, students demonstrate skills in research by critically evaluating research supporting a psychological treatment and conducting a quantitative single subject ABACA design to test the effect of two treatments. The MLA is a grade of B on both the assignments and in the class as a whole.</p> <p>Criteria for critical evaluation of research:</p> <ol style="list-style-type: none"> <li>Five components (outlined below b-f) that are necessary for a thorough demonstration of this assignment. In order to obtain at least a "B", you need to adequately address all areas, less than a B will result in remediation. F = an adequate discussion of two or</li> </ol>	

	<p>fewer criteria, C = three criteria met, B = four criteria met, A = all five criteria met.</p> <ul style="list-style-type: none"> <li>b. Discuss the method of measurement in terms of construct validity. Did the measurement match the theory? What was measured, not measured, over sampled, or under sampled?</li> <li>c. Discuss the influence of the method of measurement in terms of potential biases such as demand characteristics, expectancies, et cetera.</li> <li>d. Discuss the use of a control group in terms of addressing or not addressing confounds.</li> <li>e. Discuss the method of sampling in terms of internal, construct, and external validities with a focus on whether the observed effects that were measured are generalizable and were successfully demonstrated to reflect specific techniques or general practices.</li> <li>f. Reflect on whether the studies meet empirically supported treatment (EST) criteria and whether the studies reflect empirically based treatment (EBP) standards.</li> </ul> <p>Criteria for single-subject research project:</p> <ul style="list-style-type: none"> <li>a. Five components (outlined below b-e) are necessary for a thorough demonstration of this assignment. In order to obtain at least a "B", you need to adequately address all areas, less than a B will result in remediation. F = an adequate discussion of two or fewer criteria, C = three criteria met, B = four criteria met adequately, A = all five criteria met with at least three above adequate levels.</li> <li>b. Design and describe your single case study with an emphasis on why you selected your measures and the expected effects of the selected treatments. Conduct case study with a 5 day baseline, 10 day treatment #1, 5 day of baseline #2, 10 day treatment #2, and 5 days of follow-up with no treatment.</li> <li>c. Analyze baselines in terms of stability and validity, whether they rule out potential confounds (e.g. maturation) similar to a control group from a RCT design</li> <li>d. Discuss the magnitude of effects in terms of crosslag correlations, mean differences, and/or slopes and address the apparent effectiveness of provided empirical single study software analysis packages correcting for repeated measures issues such as autocorrelation.</li> </ul>
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Table 2 (Doctoral): Standard II.B

	<p>e. Discuss the various potential meanings of changes from baseline (A) to treatment #1 (B), return to baseline (#2), treatment #2 (C), and follow-up.</p> <p>Broad Assessment MLA:</p> <ul style="list-style-type: none"> <li>• Overall course (PSYD 8270.11 – Research Methods) performance of a B or greater: The professor works closely with all of the students, and may indicate directly to the student or the advisor that additional work is required to meet a competency. Two exams, paper and presentation.</li> <li>• From Biannual review forms a response of “On schedule – Meeting expectations” for the Discipline-Specific Knowledge area of Research Methods at the level expected for the student’s current level of training. The advisor’s overall rating is based on faculty review the progress of each student in the nine DSK program competency areas. If there is evidence that competence in a DSK is lacking due to poor performance on other tasks requiring this DSK, then the advisor (with input from our biannual faculty retreat where students’ performance is discussed) can flag this as an area of needed remediation. Many classes and experiences rely on this competency, including the requirement to disseminate research, social bases (interpreting the class experiment results), cognitive bases (applying results of research to a case study), affective bases (applying results of research to a case study), and research practicum in their third year.</li> </ul> <p>While none of these areas are expected to comprehensively address the issue on their own, when combined they do provide several avenues of information that together can provide reassurance that a DSK is being achieved. The specific assessment may fail due to being a single measure, the broad assessment may fail due to being overly broad, however together they supplement one another to give us several chances to ensure that the student has demonstrated this particular area of knowledge.</p>	
<b>Knowledge Area:</b>	<b>Statistical Analysis</b>	
How does the program ensure that students possess knowledge?	<u>Required Course PSYD 8209 – Statistics and Research Design</u> (Syllabus in self-study Section II.B.2*)	
How does the program assess students’ knowledge in this area?	<p>How outcomes are measured:</p> <p>Specific Assessment:</p> <ol style="list-style-type: none"> <li>1. Measurement Validity Paper: Students select an instrument or method of assessment and</li> </ol>	<p>Evaluation tool and location:</p> <p>Specific Assessment:</p> <ol style="list-style-type: none"> <li>1. Assigned paper for PSYD 8270 (syllabus appended below in self-study)</li> </ol>

Table 2 (Doctoral): Standard II.B

	<p>reflect on the quantitative evidence for its validity with a focus on construct, reliability, convergent, discriminant, and predictive/criterion evidence.</p> <p>Broad Assessment:</p> <ol style="list-style-type: none"> <li>2. Overall class performance (discussed with student and at biannual faculty retreat with the student’s advisor)</li> <li>3. Student and Advisor Biannual Review</li> <li>4. Student Annual Survey</li> </ol>	<p>Section II.B.2  <a href="#">Appendix II.B.2.1.15</a></p> <p>Broad Assessment:</p> <ol style="list-style-type: none"> <li>2. A “B” in PSYD 8209 (Two exams, and statistical validity assignment. Syllabus in self-study Section II.B.2, <a href="#">Appendix II.B.2.1.15</a>)</li> <li>3. Student and Advisor Biannual review (<a href="#">Appendix II.B.1.a.1.2</a> and <a href="#">Appendix II.B.1.a.1.3</a>)</li> </ol>
<p>For each outcome above, what minimum level of achievement (MLA) must be met?</p>	<p>Specific Assessment MLA:</p> <ol style="list-style-type: none"> <li>1) MLA: a grade of B on the following rubric where the 4 criteria are adequately addressed. <i>Assignment:</i> Critically evaluate the literature concerning the statistical validity of a measurement instrument. Discuss reliability (e.g. longitudinal, Cronbach alpha, ICC, interrater reliability, characteristics of normative samples) in terms of how well it fits with theory, timescale, and the implications of high/low reliability in that sample. Discuss construct validity in terms of a factor analysis, principle component analysis, or confirmatory factor analysis (SEM). Discuss the observed factors and loadings in terms of their match to theoretical dimensions. Discuss convergent and discriminant validity indicators in terms of their relative effect sizes (e.g Cohen’s d, partial eta’s, or correlations) and implications of similar/dissimilar methods (e.g. MTMM). Discuss predictive or criterion validity indicators in terms of effect size and how well it fits the theory and sample. Reflect on how well the measure would (or would not) assess other perspectives of the same construct.</li> </ol> <p>Broad Assessment MLA:</p> <ol style="list-style-type: none"> <li>2) Overall course (PSYD 8209 – Statistics and Research Design) performance of a B or greater: The professor works closely with all of the students, and may indicate directly to the student or the advisor that additional work is required to meet a competency. Two exams and a paper on interpreting statistics and validity.</li> <li>3) From biannual form a response of “yes” to two questions. Both “Demonstrates competence in knowledge and application of research,” and “Has met competencies in Discipline-Specific</li> </ol>	

Table 2 (Doctoral): Standard II.B

	<p>Knowledge (DSKs), at the level expected for the student’s current level of training.” The advisor’s rating is based on the faculty meeting review as stated on the Competencies form “Your advisor will bring the completed form, along with your supervisors’ evaluations, to the faculty year-end student evaluation meeting. At that meeting faculty review the progress of each student individually in the DSK program competency areas.” Many classes and experiences rely on this competency, including the requirement to disseminate research, methods (part of the EST/EBP evaluation is a reflection on statistics), social bases (interpreting the class experiment results), cognitive bases (applying results of research to a case study), affective bases (applying results of research to a case study), and research practicum in their third year. If there is evidence that competence in a DSK is lacking due to poor performance on other tasks requiring this DSK, then the advisor (with input from our biannual faculty retreat where student’s performance is discussed) can flag this as an area of needed remediation.</p> <p>While none of these areas are expected to comprehensively address the issue on their own, when combined they do provide several avenues of information that together can provide reassurance that DSKs are being achieved. The specific assessment may fail due to being a single measure, the broad assessment may fail due to being overly broad, however together they supplement one another to give us plenty of chances to ensure that the student has demonstrated this particular knowledge.</p>	
<b>Knowledge Area:</b>	<b><i>Psychometrics</i></b>	
How does the program ensure that students possess knowledge?	<ul style="list-style-type: none"> <li>• <u>Course PSYD 8202 – Psychological Assessment II</u> (Syllabus in self-study Section II.B.2*)</li> </ul>	
How does the program assess students’ knowledge in this area?	<p>How outcomes are measured:</p> <p>Specific Assessment:</p> <ol style="list-style-type: none"> <li>1. A grade of “B” on paper concerning reliability and validity of an assessment tool.</li> </ol> <p>Broad Assessment:</p> <ol style="list-style-type: none"> <li>2. Overall class performance (discussed with student and at biannual faculty retreat with the</li> </ol>	<p>Evaluation tool and location:</p> <p>Specific Assessment:</p> <ol style="list-style-type: none"> <li>1. Exam in 3<sup>rd</sup> year course PSYD 8227.10 (Syllabus in self-study Section II.B.2 <a href="#">Appendix II.B.2.1.2</a>)</li> </ol> <p>Broad Assessment:</p>

Table 2 (Doctoral): Standard II.B

	<p>student’s advisor)          3. Student and Advisor Biannual Review          4. Supervisor Biannual Review for assessment methods and practice</p>	<p>2. A “B” in PSYD 8227.10 (Two exams, successful observed administration, integrative report, paper on instrument validity. Syllabus in self-study Section II.B.2 <a href="#">Appendix II.B.2.1.2</a>)</p> <p>3. Student and Advisor Biannual review (see <a href="#">Appendix II.B.1.b.2.3</a> and <a href="#">Appendix II.B.1.b.2.4</a>)</p> <p>4. Supervisor Biannual review (see <a href="#">Appendix II.B.1.b.2.3</a> and <a href="#">Appendix II.B.1.b.2.4</a>) for knowledge of assessment methods and practice</p>
<p>For each outcome above, what minimum level of achievement (MLA) must be met?</p>	<p>Specific Assessment MLA: Grade of B on final exam. Criteria for grade of B:</p> <ol style="list-style-type: none"> <li>1. Assignment for PSYD 8202 – Psychological Assessment II: Adequately discussing indicators of reliability and validity, as well as appropriateness for use with one non-majority population (physical disability, racial minority, ethnic minority, gender non-conforming, etc) of one of the following measures: the WAIS, WISC, TAT, HFD, Rorschach (Exner), Rorschach (RPAS), Bender Gestalt Test of Visual Motor Integration. For rubric, see syllabus in Section II.B.2</li> </ol> <p>Broad Assessment MLA:</p> <ol style="list-style-type: none"> <li>2. Overall course (PSYD 8202 – Psychological Assessment II) performance of a B or greater: The professor works closely with all of the students and may indicate directly to the student or the advisor that additional work is requires to meet a competency. Two exams, successful observed test administration, integrative report, paper concerning instrument validity.</li> <li>3. From biannual form a response of “yes” to “Has met competencies in Discipline-Specific Knowledge (DSKs), at the level expected for the student’s current level of training.” The advisor’s rating is based on the faculty meeting review as stated on the Competencies form “Your advisor will bring the completed form, along with your supervisors’ evaluations, to the faculty year-end student evaluation meeting. At that meeting faculty review the progress of each student individually in the nine DSK program competency areas.” If there is evidence that competence in a DSK is lacking due to poor performance on other tasks requiring this DSK, then</li> </ol>	

	<p>the advisor (with input from our biannual faculty retreat where student’s performance is discussed) can flag this as an area of needed remediation.</p> <p>4. Supervisor biannual review indicating that the student is adequately utilizing psychometrics in the selection of appropriate and valid instruments as evidenced by a “yes” to the question of “Selects assessment measures with attention to issues of reliability and validity.”</p> <p>While none of these areas are expected to comprehensively address the issue on their own, combined they do provide several avenues of information that together can provide reassurance that DSKs are being achieved. The specific assessment may fail due to being a single measure, the broad assessment may fail due to being overly broad, however together they supplement one another to give us plenty of chances to ensure that the student has demonstrated this particular knowledge.</p>
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**Table 3: Profession-Wide Competencies:** Complete the table for each of the profession-wide competencies (see [IR C-8 D](#)) to demonstrate how each required competency is covered. This table should include only *evaluated* training experiences that are required of all students. Optional training experiences or participation in activities that are not formally evaluated should not be included.

**The program should also use this table as it prepares proximal data consistent with the requirements of Implementing Regulation (IR) C-18 D.** Proximal data must be *collected* at the element level and *presented* at the competency level; distal data may be collected and presented at the competency level. IR C-18 D states that, “Accredited programs are required to operationalize competencies in terms of multiple elements. At a minimum, those elements must reflect the content description of each PWC defined in IR C-8 D, including the bulleted content, and must be consistent with the program aim(s).” The table below has been pre-populated with the required elements from IR C-8 D, and programs must ensure that multiple elements are listed in Table 3 and assessed for each competency.

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Table 3 (Doctoral); Standard II.B.1.b

Provide information below to illustrate how the program ensures that ALL students can acquire and demonstrate substantial understanding of and competence in:		
<b>Competency:</b>	<i>(i) Research</i>	
<b>Elements associated with this competency from <a href="#">IR C-8 D</a></b>	<ul style="list-style-type: none"> <li>• Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.</li> <li>• Conduct research or other scholarly activities.</li> <li>• Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.</li> </ul>	
<b>Program-defined elements associated with this competency</b> (if applicable; see table description above)	<ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Required training/experiential activities to meet each element.</b> If applicable, clarify where activity description (e.g., syllabus) is located.	<ul style="list-style-type: none"> <li>• Initial training: Several courses addressing DSK areas in our first year have a strong research component through critical literature reviews (e.g. PSYD 8204 Biological Basis requires a review of 20 articles while PSYD 8209 Statistics, PSYD 8207 Social Psychology, PSYD 8202 Psychological Assessment II, PSYD 8220 Supportive Psychotherapy and PSYD 8270 Research Design and Methodology all require in depth critical analyses of peer-review empirical articles with a focus on the validity of methods and actual effect sizes. (Syllabi listed below.)</li> <li>• Externship level: <u>Course PSYD 8206 – Cognitive and Affective Basis of Clinical Psychology Assignment</u> for the presentation competency (1c): Presents work to peers and faculty at department or University hosted event (e.g. Cognition and Affect Research Conference or GWU’s Research Days). Is able to compare/contrast competing models of cognition and affect to the case in a thoughtful fashion.</li> <li>• Pre-internship level: <u>Required course PSYD 8203 – Research Practicum</u></li> <li>• Internship level: Major Area Paper (MAP)</li> </ul>	
<b>How outcomes are measured</b> for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	How outcomes are measured: <ul style="list-style-type: none"> <li>• Courses: Instructor’s assessment of student’s attainment of MLA for literature and/or research review.</li> <li>• MAP evaluation by 1<sup>st</sup> and 2<sup>nd</sup> reader.</li> </ul>	Evaluation tool and self-study location: (Please see the syllabi in the self-study section II.B.2 for more details.) First Year: PSYD 8204 – Biological Basis

Table 3 (Doctoral); Standard II.B.1.b

		<p>PSYD 8209 – Statistics          PSYD 8220 – Supportive Psychotherapy          PSYD 8270 – Research Design and Methodology          PSYD 8202 – Psychological Assessment II          PSYD 8207 – Social Psychology</p> <p>Second Year:          PSYD 8206.10 – Cognitive and Affective Basis</p> <p>Third Year:          PSYD 8203 – Research Practicum</p> <p>Third and later years:          Major Area Paper, the doctoral paper project</p>
<p><b>Minimum levels of achievement (MLAs)</b> for each outcome measure/evaluation tool listed above.</p>	<ul style="list-style-type: none"> <li>• Instructor’s assessment of student’s literature and/or research review’s adherence to syllabus’ grading rubric for MLAs of specific assignments in each class. Assignments include evaluating research from each of the major bases area, participating in 3 research projects (Methods, Social Psychology, Research Practicum), evaluating research bases of both an assessment tool and a therapeutic intervention, and presenting applications of cognitive and affective bases at a conference. Specified in course syllabi.</li> <li>• For PSYD 8220 (Supportive Psychotherapy) MLA on final exam is a grade of 14 points out of 20. Rubric for evaluating competence in PWC (i) is:  <i>Demonstrating a basic knowledge of the breadth of scientific psychology (for this class, via understanding the empirical study of therapy alliance and therapy relationship) and citing literature to support an argument where appropriate.</i> <ol style="list-style-type: none"> <li>1) In the final project, discuss how empathy influences the therapy alliance in this session and cite at least 1 peer reviewed article to support ideas. (4 pt)</li> <li>2) In the final project, discuss how the lapse in empathy influences the therapy alliance and/or ruptures in the session, cite at least 2 peer reviewed articles. (4 pt)</li> </ol> </li> </ul>	



	<ol style="list-style-type: none"><li>3) In the final project, discuss how the interventions used most (empathy, reflective listening, open questions about past) are supported by theory and research. Cite at least 2 peer reviewed articles. (4pt)</li><li>4) In the final project, discuss how the clients' and therapists' culture or race impacts the therapy alliance or ruptures in the alliance. Cite at least 1 peer reviewed articles. (4pt)</li><li>5) In the final project, describe how supportive treatment would be effective for patient and at least 2 peer reviewed article. (4pt)</li></ol> <ul style="list-style-type: none"><li>• For the MAP, student has met revision requirements of both faculty members in terms of critically evaluating existing research literature as it applies to a particular case study and has demonstrated the ability to integrate knowledge from two or more DSK areas. Specified in Student Handbook.</li></ul>
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Table 3 (Doctoral); Standard II.B.1.b

<b>Competency:</b>	<i>(ii) Ethical and legal standards</i>	
<b>Elements associated with this competency from <a href="#">IR C-8 D</a></b>	<ul style="list-style-type: none"> <li>• Be knowledgeable of and act in accordance with each of the following: <ul style="list-style-type: none"> <li>○ the current version of the APA Ethical Principles of Psychologists and Code of Conduct;</li> <li>○ Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and</li> <li>○ Relevant professional standards and guidelines.</li> </ul> </li> <li>• Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.</li> <li>• Conduct self in an ethical manner in all professional activities.</li> </ul>	
<b>Program-defined elements associated with this competency (if applicable)</b>	<ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Required training/experiential activities to meet each element.</b> If applicable, clarify where activity description (e.g., syllabus) is located.	1st year orientation ethics assignment (Appendix II.B.1.b.1.2) 1st year PSYD 8203 clinical skills practicum (PSYD 8203.10 (1st year summer) syllabus in II.B.2) 1st year advisor rating of ethics in intake work, course work, research, and professional activities based on direct observation, consultation biannually with faculty, and consultation with student. 2nd year clinic patient contact directly observed by supervisor 2nd year advisor rating of ethics in clinical work, course work, research, and professional activities based on direct observation, consultation biannually with faculty, and consultation with student. 3 <sup>rd</sup> year clinical externship directly observed by supervisor 3 <sup>rd</sup> year advisor rating of ethics in clinical work, course work, research, and professional activities based on direct observation, consultation biannually with faculty, and consultation with student. 3 <sup>rd</sup> year ethics course (PSYD 8210 syllabus)	
<b>How outcomes are measured</b> for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	How outcomes are measured: Five 1 <sup>st</sup> year orientation ethics essays evaluated by student's advisor with the following rubric.  1 <sup>st</sup> year advisor rating based on direct observation and biannual consultation with faculty  2 <sup>nd</sup> year clinical supervisors' ratings of direct	Evaluation tool and self-study location: 1 <sup>st</sup> year orientation ethics assignment form and rubric ( <a href="#">Appendix II.B.1.b.2.13</a> )  1 <sup>st</sup> year advisor's rating forms, ( <a href="#">Appendix II.B.1.a.1.2</a> and <a href="#">Appendix II.B.1.a.1.3</a> )  2 <sup>nd</sup> year clinical supervisors' rating forms,

Table 3 (Doctoral); Standard II.B.1.b

	<p>observation of students work</p> <p>2<sup>nd</sup> year evaluation core faculty advisor</p> <p>3<sup>rd</sup> year clinical supervisors' ratings</p> <p>3<sup>rd</sup> year evaluation by core faculty advisor based on direct observation and biannual consultation with faculty</p> <p>3<sup>rd</sup> year ethics course performance evaluated by core faculty instructor</p>	<p>(<a href="#">Appendix II.B.1.b.2.3</a> through <a href="#">Appendix II.B.1.b.2.8</a>)</p> <p>2<sup>nd</sup> year advisor's rating forms (<a href="#">Appendix II.B.1.a.1.2</a> and <a href="#">Appendix II.B.1.a.1.3</a>)</p> <p>3<sup>rd</sup> year clinical supervisors' rating form, <a href="#">Appendix II.B.1.b.2.9</a> through <a href="#">Appendix II.B.1.b.2.12</a>)</p> <p>3<sup>rd</sup> advisor's rating form, (<a href="#">Appendix II.B.1.a.1.2</a> and <a href="#">Appendix II.B.1.a.1.3</a>)</p> <p>3<sup>rd</sup> year ethics course PSYD 8210 syllabus (syllabus in II.B.2)</p>
<p><b>Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.</b></p>	<p><b>MLA: 1<sup>st</sup> year orientation ethics assignment</b> successfully with a score of 4 on each 5 essays focusing on ethical and/or legal standards. If a student scores below a 4 on any essay, they must re-write that essay until their advisor rates their revision with a score of 4 or higher. Rubric for a score of 4: "The essay demonstrates adequate analysis of the material and accurately applies two relevant ethical principles, ethical standards, practice guidelines, or aspect of relevant law to the scenario." Full assignment and rubric here: <a href="#">Appendix II.B.1.b.2.13</a></p> <p><b>MLA: 1<sup>st</sup> year advisor's ratings</b> of "meeting expectations" demonstrated across clinical, course work, research and other professional activities, (<a href="#">Appendix II.B.1.a.1.2</a> and <a href="#">Appendix II.B.1.a.1.3</a>) Demonstrates level-appropriate competence in knowledge and application of Ethical and Legal Standards</p> <p><b>MLA: 2<sup>nd</sup> year clinical supervision rating</b> of "meeting expectations" demonstrated across supervised patients, <a href="#">Appendix II.B.1.b.2.6</a>, to 2 questions:</p> <p>4. Demonstrates basic knowledge of the principles of the APA Ethical Principles and Code of Conduct (Profession-Wide Competency ii), Examples</p> <ul style="list-style-type: none"> <li>• Adheres to APA Ethical Principles and Code of Conduct; seeks guidance from supervisor as needed</li> <li>• Recognizes limits of own ethical knowledge/understanding and consults with supervisor/clinic</li> </ul>	

	<p>staff appropriately</p> <ul style="list-style-type: none"> <li>Identifies and discusses ethical dilemmas and decision making in supervision and case presentations</li> </ul> <p>5. Demonstrates beginning level knowledge of legal and regulatory issues in the practice of psychology (Profession-Wide Competency ii)</p> <p>Examples</p> <ul style="list-style-type: none"> <li>Demonstrates beginning knowledge of typical legal issues including child and elder abuse, reporting, confidentiality, and informed consent</li> <li>Recognizes limits of own legal/regulatory knowledge/understanding and consults with supervisor/clinic staff appropriately</li> <li>Adheres to laws and regulations governing psychology</li> </ul> <p><b>MLA: 2<sup>nd</sup> year advisor's rating</b> of "meeting expectations" demonstrated across clinical, course work, research and other professional activities, (<a href="#">Appendix II.B.1.a.1.2</a> and <a href="#">Appendix II.B.1.a.1.3</a>)  "Demonstrates basic knowledge of the principles of the APA Ethical Principles and Code of Conduct (Profession-Wide Competency II)"</p> <p><b>MLA: 3<sup>rd</sup> year clinical supervisors' rating</b> of ethical awareness demonstrated across patients, <a href="#">Appendix II.B.1.b.2.6</a> . to 2 questions</p> <p>3. Demonstrates intermediate level knowledge and understanding of the APA Ethical Principles and Code of Conduct and other relevant ethical codes, standards, and guidelines (Profession-Wide Competency ii)</p> <p>Examples</p> <ul style="list-style-type: none"> <li>Analyzes ethical issues accurately and effectively, with appropriate involvement of supervisor</li> <li>Adheres to APA Ethical Principles and Code of Conduct</li> <li>Practices within area(s) of competence and seeks further training when needed to ensure ethical practice</li> </ul> <p>4. Demonstrates intermediate level knowledge of legal and regulatory issues in the practice of psychology (Profession-Wide Competency ii)</p> <p>Examples</p> <ul style="list-style-type: none"> <li>Identifies legal/regulatory issues effectively in own and others' case presentations</li> <li>Demonstrates intermediate level knowledge of typical legal issues including child and elder abuse, reporting, confidentiality, and informed consent</li> <li>Files mandated reports promptly and appropriately</li> <li>Adheres to laws and regulations governing psychology</li> </ul>
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	<p>5. Integrates own moral principles/ethical values in professional conduct (Profession-Wide Competency ii)</p> <p><b>MLA: 3<sup>rd</sup> year advisor's rating</b> of "meeting expectations" demonstrated across clinical, course work, research and other professional activities, <a href="#">Appendix II.B.1.b.2.11</a> ii. Demonstrates level-appropriate knowledge of legal and regulatory issues in the practice of psychology (Profession-Wide Competency II).</p> <p><b>MLA: 3<sup>rd</sup> year ethics course</b> PSYD 8210 syllabus, Grade B- or above. Specific required assignments used to assess ethical and legal awareness are:</p> <p><b>ASSIGNMENTS AND GRADING CRITERIA</b></p> <ul style="list-style-type: none"> <li>• Ethics Autobiography. In 3 - 4 double-spaced pages, please explore how your background and/or personal values may interact or conflict with the ethical principles of psychology. Some of the specific questions you may address include: What is your idea of right and wrong professional behavior and where does this come from? Which professional ethical standards are most compatible with your personal values and which are least compatible? How well integrated are your professional and personal values? Where in the ethics acculturation process do you fall? What aspects of the profession strike you as counterintuitive?</li> <li>• Reaction Paper. In 3 - 4 double spaced pages, please respond to one of the following topics: <ul style="list-style-type: none"> <li>○ Pretend that you have been appointed to the APA's Ethics Taskforce. Identify three changes you would make to the 2002 APA Ethics Code (including the 2010 amendments) and why. What are the pros and cons of these proposed changes? Feel free to examine other professions' or countries' ethical codes for inspiration. You are, of course, welcome to strengthen your arguments by citing relevant literature or empirical research.</li> <li>○ In fall 2011, the APA Board of Educational Affairs (BEA) appointed a Virtual Working Group to address the rise in "conscience clause" legislation. These clauses typically prohibit psychology, counseling, and social work training programs from disciplining or discriminating against students who refuse to serve clients whose goals conflict with their sincerely held religious beliefs or worldviews. In 2015, the BEA issued a response to such legislation, which is available at <a href="http://www.apadivisions.org/division-31/news-events/diverse-public.aspx">http://www.apadivisions.org/division-31/news-events/diverse-public.aspx</a>. Do you agree or disagree with the BEA's position? Why? How would you advise a psychology training program to respond to a student who asked to be excused from treating a patient whose goals violated his or her sincerely held</li> </ul> </li> </ul>
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	<p>beliefs?</p> <ul style="list-style-type: none"> <li>○ Arnold Lazarus’s article, How Certain Boundaries and Ethics Diminish Therapeutic Effectiveness sparked a fiery debate. Do you agree or disagree with his position? Do you find the 2002 APA Ethics Code’s approach to boundaries and multiple relationships “dehumanizing” and overly rigid? Why or why not? What are your thoughts about maintaining boundaries in therapy?</li> <li>• Licensure paper. Investigate the psychology licensure/certification law and regulations in a jurisdiction in which you are considering becoming licensed or certified. (A portal for all state, provincial, and territorial licensing laws is available at: <a href="http://www.apa.org/pubs/books/course-ethics.asp">http://www.apa.org/pubs/books/course-ethics.asp</a> and <a href="http://www.asppb.net/?page=BdContactNewPG&amp;hhSearchTerms=%22licensing+and+laws%22">http://www.asppb.net/?page=BdContactNewPG&amp;hhSearchTerms=%22licensing+and+laws%22</a>. Be sure to review the original laws and regulations for the jurisdiction you are considering, and not a secondary source. In a one-page, double-spaced paper: <ul style="list-style-type: none"> <li>In bullet format, outline the principal requirements for psychology licensure/certification in the jurisdiction, in salient detail and specifics. Include a reference to the website or print source that contains the jurisdiction’s relevant law and regulations.</li> <li>In one paragraph, offer your evaluation of the law and regulations. For instance: Are they fair? Are they reasonable? Does anything about them surprise you? Would you change them in any way if you could? Explain your opinions.</li> </ul> </li> <li>• Final Paper 8-10 double-spaced pages, will be an in-depth exploration of an ethical dilemma you have faced in your clinical work. It should contain three sections: <ul style="list-style-type: none"> <li>A detailed description of the problem, including the clinical context in which it occurred and the nature of the dilemma (no more than 3 pages);</li> <li>A review of the ethical sources you consulted in your effort to think through the problem, and what your critical analysis of the readings has led you to understand about it. While may include sources we used in class, find at least five relevant sources in the peer-reviewed psychology literature as well; and</li> <li>A statement of how you would respond if you were confronted with the same problem again, being sure to describe the options you would consider and the principles guiding your chosen course of action.</li> </ul> </li> </ul> <p>The expectation is that this assignment will be written at the level of depth and clarity expected of a professional psychologist. Include a list of your references, in APA format. This will not count toward the 10-page limit.</p>
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	<p>A grade of B (B+, B-) reflects adequate mastery of the material and skills being addressed, taking into account both relevant objective standards and my assessment of the quality of the work by clinical and professional standards. This is the minimal level of performance expected of a doctoral student</p> <p><b>NOTE:</b> <u>Students must earn a minimum rating of “Good” (B- or better) In the following areas on their final exam to successfully complete this assignment and demonstrate the level of competence in ethical and legal knowledge and reasoning expected of students beginning their pre-doctoral internship:</u> identification of ethical dilemma/tensions; development of options for responding to ethical dilemmas; identification and application of potential biases in ethical decision-making; and evaluation of options. Students who do not earn such a score will receive feedback from the course instructor as well as an opportunity to meet to discuss the assignment, and will have one week from the date the assignment is returned to submit a revised version. If the student’s revised assignment does not meet expectations (i.e., a minimum rating of “Good” in areas two through five), they will be placed on a remediation plan to help ensure proper mastery of the material.</p>

Competency:	<i>(iii) Individual and cultural diversity</i>
<b>Elements associated with this competency from <a href="#">IR C-8 D</a></b>	<ul style="list-style-type: none"> <li>• An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.</li> <li>• Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.</li> <li>• The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.</li> <li>• Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.</li> </ul>
<b>Program-defined elements associated with this competency (if applicable)</b>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Required training/experiential activities to meet each element.</b> If applicable, clarify where activity description (e.g., syllabus) is located.	<p>1<sup>st</sup> year fall diversity course, PSYD 8291.12 (Syllabus in II.B.2)</p> <p>1<sup>st</sup> year spring Assessment II diversity assignment: PSYD 8202 Psych Assessment II (Syllabus in II.B.2)</p> <p>1<sup>st</sup> year advisor’s review of competence in knowledge and application of individual and cultural diversity in intake work, course work, research, and professional activities based on direct observation, consultation biannually with faculty, and consultation with student.</p> <p>2<sup>nd</sup> year clinical supervisors’ direct observation</p> <p>2<sup>nd</sup> year advisor review of competence in knowledge and application of individual and cultural diversity in clinical work, course work, research, and professional activities based on direct observation, and consultation with student.</p> <p>2<sup>nd</sup> year summer diversity course, PSYD 8291.11 (Syllabus in II.B.2)</p> <p>3<sup>rd</sup> year fall supervision course diversity assignment</p> <p>3<sup>rd</sup> year clinical externship clinical supervisors’ direct observation</p> <p>3<sup>rd</sup> year advisor review of competence in knowledge and application of individual and cultural diversity in</p>



Table 3 (Doctoral); Standard II.B.1.b

	<p>clinical work, course work, research, and professional activities based on direct observation, consultation biannually with faculty, and consultation with student.          3<sup>rd</sup> year fall supervision course diversity assignment: PSYD 8270.10 (Syllabus in II.B.2)</p>	
<p><b>How outcomes are measured</b> for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.</p>	<p>How outcomes are measured:</p> <p>1<sup>st</sup> year fall diversity course assignments</p> <p>1<sup>st</sup> year assessment diversity assignment evaluated by core faculty instructor</p> <p>1<sup>st</sup> year advisor rating based on direct observation and biannual consultation with faculty</p> <p>2<sup>nd</sup> year clinical supervisors' ratings of directly observed work</p> <p>2<sup>nd</sup> year evaluations core faculty advisor</p> <p>2<sup>nd</sup> year summer diversity course assignments</p> <p>3<sup>rd</sup> year fall diversity course assignment</p>	<p>Evaluation tool and self-study location:</p> <p>1<sup>st</sup> year fall diversity course assignments of journal entries, final reflection paper, and class participation with peers. (PSYD 8291.12, syllabus in II.B.2)</p> <p>1<sup>st</sup> year Assessment II diversity assignment (assignment #5). (PSYD 8202, syllabus in II.B.2)</p> <p>1<sup>st</sup> year advisor rating forms based on direct observation and biannual consultation with faculty. (<a href="#">Appendix II.B.1.a.1.2</a> and <a href="#">Appendix II.B.1.a.1.3</a>)</p> <p>2<sup>nd</sup> year clinical supervisors' rating forms, <a href="#">Appendix II.B.1.b.2.3</a> through <a href="#">Appendix II.B.1.b.2.8</a>.</p> <p>2<sup>nd</sup> year advisor's rating forms. (<a href="#">Appendix II.B.1.a.1.2</a> and <a href="#">Appendix II.B.1.a.1.3</a>)</p> <p>2<sup>nd</sup> year fall diversity course assignments of journal entries, and class participation with peers. (PSYD 8291.11, syllabus in II.B.2)</p> <p>3<sup>rd</sup> year fall diversity course assignments of individual review with the instructor and class participation with peers. (PSYD 8291.10, syllabus in II.B.2)</p>

Table 3 (Doctoral); Standard II.B.1.b

	<p>3<sup>rd</sup> year clinical supervisors' ratings</p> <p>3<sup>rd</sup> year evaluation by core faculty advisor</p> <p>3<sup>rd</sup> year supervision course diversity assignment evaluated by core faculty instructor</p>	<p>3<sup>rd</sup> year clinical supervisors' rating forms, <a href="#">Appendix II.B.1.b.2.9</a> through <a href="#">Appendix II.B.1.b.2.12</a></p> <p>3<sup>rd</sup> year advisor's rating forms, (<a href="#">Appendix II.B.1.a.1.2</a> and <a href="#">Appendix II.B.1.a.1.3</a>)</p> <p>3<sup>rd</sup> year PSYD 8270 supervision course diversity Assignment. (syllabus in II.B.2)</p>
<p><b>Minimum levels of achievement (MLAs)</b> for each outcome measure/evaluation tool listed above.</p>	<p><b>1<sup>st</sup> year fall diversity course assignments MLA:</b> Grade of B.</p> <p>To obtain a B, students should, at a minimum, be able to articulate in a sustained manner at least one of the three goals below through weekly journal entries, the final reflection paper, and class participation with peers:</p> <ul style="list-style-type: none"> <li>• an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves, to include potential internal conflicts this might trigger, any obstacles that remain difficult, and, most importantly, a plan for continued interrogation of these factors personally and professionally.</li> <li>• knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service. Most importantly, students should readily address the limitations of Eurocentric research, training, supervision/consultation and service in attending to historical nuances of difference.</li> <li>• the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Importantly, students should be able to note the dangers of confusing cultural sensitivity with cultural determinism.</li> </ul> <p><b>1<sup>st</sup> year assessment diversity assignment MLA:</b> Completion of a 3-5 page paper discussing the reliability, validity, and appropriateness for use with</p>	

	<p>diverse populations of one of the following measures: 1) the WAIS or WISC, 2) the TAT, 3) the HFD, 4) the Exner system, 5) the RPAS system, 6) the Bender Gestalt Test of Visual Motor Integration.</p> <p><b>1<sup>st</sup> year advisor rating MLA</b> of “meeting expectations” demonstrated across clinical, course work, research, and other professional activities, (<a href="#">Appendix II.B.1.a.1.2</a> and <a href="#">Appendix II.B.1.a.1.3</a>)  “Demonstrates level-appropriate competence in knowledge and application of Individual and Cultural Diversity.”</p> <p><b>2<sup>nd</sup> year clinical supervisors’ ratings MLA:</b> demonstrated across supervised patients, <a href="#">Appendix II.B.1.b.2.6</a>, with “yes” to 2 questions: “Demonstrates basic understanding of, and competence in, working with individual and cultural diversity” and “Understands the need to consider individual and cultural diversity issues in all aspects of professional psychology work.”</p> <p><b>2<sup>nd</sup> year evaluations by faculty advisor MLA</b> of “meeting expectations” demonstrated across clinical, course work, research, and other professional activities, (<a href="#">Appendix II.B.1.a.1.2</a> and <a href="#">Appendix II.B.1.a.1.3</a>)  “Demonstrates level-appropriate competence in knowledge and application of Individual and Cultural Diversity.”</p> <p><b>2<sup>nd</sup> year summer diversity course assignments MLA:</b> Grade of B.  To obtain a B, students should, at a minimum, be able to articulate in a sustained manner at least two of the three goals below through weekly journal entries, the final reflection paper, and class participation with peers:</p> <ul style="list-style-type: none"> <li>• an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves, to include potential internal conflicts this might trigger, any obstacles that remain difficult, and, most importantly, a plan for continued interrogation of these factors personally and professionally.</li> <li>• knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service. Most importantly, students should readily address the limitations of Eurocentric research, training, supervision/consultation and service in attending to historical nuances of difference.</li> </ul>
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	<ul style="list-style-type: none"> <li>• the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Importantly, students should be able to note the dangers of confusing cultural sensitivity with cultural determinism.</li> </ul> <p><b>3<sup>rd</sup> year fall diversity course assignment MLA:</b> Grade of B.</p> <p>To obtain a B in this third and final course in the Diversity Sequence, students should, at a minimum, be able to sustain an articulation through course participation with peers and guest experts. Students will be able to reflect and articulate concretely on the following skills through class participation and in their final individual meeting with the instructor:</p> <ul style="list-style-type: none"> <li>• an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves, to include potential internal conflicts this might trigger, any obstacles that remain difficult, and, most importantly, a plan for continued interrogation of these factors personally and professionally.</li> <li>• knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service. Most importantly, students should readily address the limitations of Eurocentric research, training, supervision/consultation and service in attending to historical nuances of difference.</li> <li>• the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Importantly, students should be able to note the dangers of confusing cultural sensitivity with cultural determinism.</li> </ul>
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	<p><b>3<sup>rd</sup> year clinical supervisors' ratings MLA:</b> demonstrated across supervised patients <a href="#">Appendix II.B.1.b.2.11</a>, with “yes” to the question: “Applies knowledge, sensitivity, and understanding regarding individual and cultural diversity issues to work effectively with diverse others in assessment and psychotherapy” and “Understands the need to consider individual and cultural diversity issues in all aspects of professional psychology work.”</p> <p><b>3<sup>rd</sup> year evaluation by core faculty advisor MLA</b> of “meeting expectations” demonstrated across clinical, course work, research, and other professional activities, (<a href="#">Appendix II.B.1.a.1.2</a> and <a href="#">Appendix II.B.1.a.1.3</a>) “Demonstrates level-appropriate competence in knowledge and application of Individual and Cultural Diversity.”</p> <p><b>3<sup>rd</sup> year supervision course diversity assignment MLA:</b> Grade of B on Diversity paper: GRADING RUBRIC FOR COMPETENCY PWC (iii) B=three criteria met:</p> <ol style="list-style-type: none"><li>1) Describe individual and cultural issues in peer supervision.</li><li>2) Discuss how Individual and cultural issues effected supervision.</li><li>3) Discuss how cultural and individual issues is related to other diversity issues in supervision</li><li>4) integrate issues of diversity into general practices of supervision.</li></ol>
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<b>Competency:</b>	<i>(iv) Professional values, attitudes, and behaviors</i>
<b>Elements associated with this competency from <a href="#">IR C-8 D</a></b>	<ul style="list-style-type: none"> <li>• Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others</li> <li>• Engage in self-reflection regarding one’s personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.</li> <li>• Actively seek and demonstrate openness and responsiveness to feedback and supervision.</li> <li>• Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.</li> </ul>
<b>Program-defined elements associated with this competency (if applicable)</b>	
<b>Required training/experiential activities to meet each element.</b> If applicable, clarify where activity description (e.g., syllabus) is located.	<p>1<sup>st</sup> year PSYD 8203 clinical skills practicum self-care training (Syllabus in II.B.2)</p> <p>1<sup>st</sup> year advisor rating of professionalism in classes, intake, and research based on direct observation and biannual consultation with faculty (<a href="#">Appendix II.B.1.a.1.2</a> and <a href="#">Appendix II.B.1.a.1.3</a>)</p> <p>2<sup>nd</sup> year clinic supervisors’ direct observation</p> <p>2<sup>nd</sup> year advisor rating of professionalism in clinical work, course work, research, and professional activities based on direct observation, consultation biannually with faculty, and consultation with student. (<a href="#">Appendix II.B.1.a.1.2</a> and <a href="#">Appendix II.B.1.a.1.3</a>)</p> <p>3<sup>rd</sup> year advisor rating of professionalism in clinical work, course work, research, and professional activities based on direct observation, consultation biannually with faculty, and consultation with student. (<a href="#">Appendix II.B.1.a.1.2</a> and <a href="#">Appendix II.B.1.a.1.3</a>)</p> <p>3<sup>rd</sup> year ethics course participation and professionalism assignment, PSYD 8210.10 (Syllabus in II.B.2)</p>

Table 3 (Doctoral); Standard II.B.1.b

<p><b>How outcomes are measured</b> for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.</p>	<p>How outcomes are measured:</p> <p>1st year PSYD 8203 clinical skills course self-care paper.</p> <p>1st year advisor rating of professionalism in classes, clinic intake, and research based on direct observation, consultation biannually with faculty, and consultation with student.</p> <p>2<sup>nd</sup> year clinical supervisors' direct observation</p> <p>2<sup>nd</sup> year advisor rating of professionalism in clinical work, course work, research, and professional activities based on direct observation, consultation biannually with faculty, and consultation with student.</p> <p>3rd year advisor rating of professionalism in clinical work, course work, research, and professional activities based on direct observation, consultation biannually with faculty, and consultation with student.</p> <p>3rd year ethics course participation and professionalism assignment, PSYD 8210.10 (Syllabus in II.B.2)</p>	<p>Evaluation tool and self-study location:</p> <p>1st year PSYD 8203 clinical skills self-care paper rubric (Syllabus in II.B.2)</p> <p>1<sup>st</sup> year advisors' rating form <a href="#">Appendix II.B.1.a.1.2</a> and <a href="#">Appendix II.B.1.a.1.3</a></p> <p>2<sup>nd</sup> year clinical supervisors' rating forms, <a href="#">Appendix II.B.1.b.2.3</a> through <a href="#">Appendix II.B.1.b.2.8</a>.</p> <p>2nd year advisors' rating form <a href="#">Appendix II.B.1.a.1.2</a> <a href="#">Appendix II.B.1.a.1.3</a></p> <p>3<sup>rd</sup> year advisors' rating form <a href="#">Appendix II.B.1.a.1.2</a> and <a href="#">Appendix II.B.1.a.1.3</a></p> <p>3rd year ethics course participation and professionalism assignment rubric. (Syllabus in II.B.2)</p>
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Table 3 (Doctoral); Standard II.B.1.b

<p>Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.</p>	<p><b>MLA for 1st year PSYD 8203 clinical skills self-care paper: B-</b></p>			
	<p><u>Grading Rubric for Self-Care Paper</u></p>			
	<p><u>Criteria</u></p>	<p><u>Poor (C+, C, C-)</u></p>	<p><u>Good (B+, B, B-)</u></p>	<p><u>Excellent (A, A-)</u></p>
	<p><u>Organization</u></p>	<p><u>Disorganized, incoherent, and/or tangential</u></p>	<p><u>Organized, coherent, and generally focused</u></p>	<p><u>Well organized, coherent, and sharply focused</u></p>
<p><u>Self-reflection</u></p>	<p><u>Displays little insight into origins of self-care practices and/or effectiveness of current self-care regimen; non-existent or minimal discussion of threats to provision of self-care and/or how self-care practices may need to change next year</u></p>	<p><u>Displays adequate insight origins of self-care practices and effectiveness of current self-care regimen; identifies and discusses at least two threats to provision of self-care or ways that self-care practices may need to change next year</u></p>	<p><u>Displays superior insight into origins of self-care practices and effectiveness of current self-care regimen; identifies and thoroughly discusses at least three threats to provision of self-care and/or ways self-care practices may need to change next year</u></p>	
<p><u>Self-care plan</u></p>	<p><u>Does not recognize importance of self-care to effective practice; self-care plan is vague, poorly developed, and/or minimal</u></p>	<p><u>Recognizes the importance of self-care to effective practice; self-care plan identifies at least two realistic, specific self-care practices</u></p>	<p><u>Displays exceptional insight into the role self-care plays in effective, ethical practice; self-care plan is thoroughly developed, specific, realistic, and includes at least three self-care practices</u></p>	
<p><b>MLA for 1<sup>st</sup> year advisors' rating:</b> "Yes" to "on schedule and meeting expectations" demonstrated across clinical, course work, research, and other professional activities for professional values and attitudes. (<a href="#">Appendix II.B.1.a.1.2</a> and <a href="#">Appendix II.B.1.a.1.3</a>)</p>				



**MLA for 2<sup>nd</sup> year clinical supervisors' rating form:** "Yes" to questions "Demonstrates professional attitudes and values" and "Complies with administrative regulations" [Appendix II.B.1.b.2.3](#) through [Appendix II.B.1.b.2.8](#).

**MLA for 2<sup>nd</sup> year advisors' rating form:** "Yes" to "on schedule and meeting expectations" demonstrated across clinical, course work, research, and other professional activities for professional values and attitudes. ([Appendix II.B.1.a.1.2](#) and [Appendix II.B.1.a.1.3](#))

**MLA for 3<sup>rd</sup> year ethics course participation and professionalism assignment:** Grade of 28 point on attendance, participation and citizenship.

Attendance, Participation, and Citizenship (40%) You will be expected to come to each class having done the assigned readings and prepared to participate actively in small- and large-group class discussions.

Active participation entails listening attentively, contributing thoughtfully to class discussions, and engaging respectfully with colleagues. You are responsible for arranging your schedule to be able to attend class regularly and on time, similar to what your patients will expect of you once you have graduated and are functioning as a professional psychologist. If you will need to miss or arrive late to a class, please notify me in advance. I encourage students who are not comfortable joining in class discussions or exercises to talk with me about how I can help you participate more fully.

Rubric for participation and professionalism (Maximum Points for the four categories summed = 40)

Skill	10 points	7 points	4 points	1 point
<u>Attendance &amp; Level of Engagement</u>	Student proactively contributes to both small <u>and</u> large group class discussions on a consistent basis; AND student has no unexcused absences	Student usually proactively contributes to small <u>and</u> large group class discussions; AND student has no more than one unexcused absences	Student rarely contributes to class discussions AND student has no more than two unexcused absence	Student never or almost never contributes to small or large group class discussions; OR student has three or more unexcused absences
<u>Listening Skills</u>	Student consistently listens carefully when others talk in both small and large groups; AND student often incorporates or builds off of the ideas of others.	Student consistently listens carefully when others talk in both small and large groups.	Student usually appears to listen carefully when others talk in small and large groups but has a tendency to appear distracted.	Student rarely appears to pay attention to small or large group discussions and frequently interrupts others.

Table 3 (Doctoral); Standard II.B.1.b

	<p><u>Preparation/Quality of Contributions</u></p>	<p>Student is almost always prepared for class and has completed the assigned readings; AND student consistently shares thoughtful comments or questions that advance the discussion.</p>	<p>Student is usually prepared for class and has completed the assigned readings. Student usually offers thoughtful, on-topic comments or questions.</p>	<p>Student often is unprepared for class and fails to complete the assigned readings. Student sometimes offers thoughtful, on-topic questions or comments.</p>	<p>Student rarely appears to have prepared for class or to have completed the assigned readings. Comments tend to be off-topic and/or demonstrate major misunderstandings of the material.</p>
	<p><u>Behavior</u></p>	<p>Student consistently shows an interest in and respect for others' ideas and contributions.</p>	<p>Student usually shows an interest in and respect for others' ideas and contributions.</p>	<p>Student sometimes shows an interest in respect for others' ideas and contributions but has a tendency to be judgmental or reactive.</p>	<p>Student frequently demonstrates disrespectful and/or dismissive behavior to class members or instructor.</p>

Table 3 (Doctoral); Standard II.B.1.b

<b>Competency:</b>	<i>(v) Communications and interpersonal skills</i>	
<b>Elements associated with this competency from <a href="#">IR C-8 D</a></b>	<ul style="list-style-type: none"> <li>• Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.</li> <li>• Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.</li> <li>• Demonstrate effective interpersonal skills and the ability to manage difficult communication well.</li> </ul>	
<b>Program-defined elements associated with this competency (if applicable)</b>	<ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Required training/experiential activities to meet each element.</b> If applicable, clarify where activity description (e.g., syllabus) is located.	<p>1<sup>st</sup> year clinic training activities in program clinic</p> <p>2<sup>nd</sup> year core faculty supervisors' review of clinic case notes and assessment reports</p> <p>2<sup>nd</sup> year advisor rating of communication in clinical work, course work, research, and professional activities based on direct observation, consultation biannually with faculty, and consultation with student.</p> <p>3<sup>rd</sup> year clinical supervision</p> <p>3<sup>rd</sup> year advisor rating of communication in clinical work, course work, research, and professional activities based on direct observation, consultation biannually with faculty, and consultation with student.</p>	
<b>How outcomes are measured</b> for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	<p>How outcomes are measured:</p> <p>1<sup>st</sup> year advisor rating of communication and interpersonal skills based on direct observation and biannual consultation with faculty</p> <p>2<sup>nd</sup> year clinic case notes evaluation by core faculty supervisors</p> <p>2<sup>nd</sup> year advisor rating of communication and interpersonal skills based on direct observation and</p>	<p>Evaluation tool and self-study location:</p> <p>1<sup>st</sup> year advisor's evaluation forms <a href="#">Appendix II.B.1.a.1.2</a> and <a href="#">Appendix II.B.1.a.1.3</a></p> <p>2<sup>nd</sup> year core faculty supervisors' rating forms, <a href="#">Appendix II.B.1.b.2.3</a> through <a href="#">Appendix II.B.1.b.2.8</a>.</p> <p>2<sup>nd</sup> year advisor's evaluation forms <a href="#">Appendix II.B.1.a.1.2</a> and <a href="#">Appendix II.B.1.a.1.3</a></p>

Table 3 (Doctoral); Standard II.B.1.b

	<p>biannual consultation with faculty</p> <p>3<sup>rd</sup> year clinical supervisors' communication and interpersonal skills ratings</p> <p>3<sup>rd</sup> year evaluation by core faculty advisor</p>	<p>3<sup>rd</sup> year clinical supervisors' rating forms, <a href="#">Appendix II.B.1.b.2.9</a> through <a href="#">Appendix II.B.1.b.2.12</a></p> <p>3<sup>rd</sup> year advisor's evaluation forms <a href="#">Appendix II.B.1.a.1.2</a> and <a href="#">Appendix II.B.1.a.1.3</a></p>
<p><b>Minimum levels of achievement (MLAs)</b> for each outcome measure/evaluation tool listed above.</p>	<p><b>MLA for 1<sup>st</sup> year advisors' rating:</b> "Yes" to "on schedule and meeting expectations" demonstrated across clinical, course work, research, and other professional activities for "Demonstrates competence in Communication and interpersonal skills." (<a href="#">Appendix II.B.1.a.1.2</a> and <a href="#">Appendix II.B.1.a.1.3</a>)</p> <p><b>MLA for 2<sup>nd</sup> year core faculty clinical supervisors' rating:</b> "Yes" to questions "Displays interpersonal skills" and "Writes progress notes at an intermediate level" <a href="#">Appendix II.B.1.b.2.3</a> through <a href="#">Appendix II.B.1.b.2.8</a>.</p> <p><b>MLA for 2<sup>nd</sup> year advisors' rating:</b> "Yes" to "on schedule and meeting expectations" demonstrated across clinical, course work, research, and other professional activities for "Demonstrates competence in Communication and interpersonal skills." (<a href="#">Appendix II.B.1.a.1.2</a> and <a href="#">Appendix II.B.1.a.1.3</a>)</p> <p><b>MLA for 3<sup>rd</sup> year clinical supervisors' rating:</b> observed across students supervised work with patients, "yes" to the questions: "Forms and maintains productive and respectful relationships with peers, supervisors, and members of other professions" and "Demonstrates ability to function effectively within professional settings and organizations, including compliance with administrative policies and procedures." <a href="#">Appendix II.B.1.b.2.9</a> through <a href="#">Appendix II.B.1.b.2.12</a></p> <p><b>MLA for 3<sup>rd</sup> year advisors' rating:</b> "Yes" to "on schedule and meeting expectations" demonstrated across clinical, course work, research, and other professional activities for "Demonstrates competence in Communication and interpersonal skills." (<a href="#">Appendix II.B.1.a.1.2</a> and <a href="#">Appendix II.B.1.a.1.3</a>)</p>	

Competency:	<i>(vi) Assessment</i>
<b>Elements associated with this competency from <a href="#">IR C-8 D</a></b>	<ul style="list-style-type: none"> <li>• Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.</li> <li>• Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural).</li> <li>• Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.</li> <li>• Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.</li> <li>• Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.</li> <li>• Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.</li> </ul>
<b>Program-defined elements associated with this competency (if applicable)</b>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Required training/experiential activities to meet each element.</b> If applicable, clarify where activity description (e.g., syllabus) is located.	1 <sup>st</sup> year: three assessment courses and associated labs: Assessment I, PSYD8201 (Syllabus in II.B.2) Assessment II, PSYD8202 (Syllabus in II.B.2) Assessment III, PSYD8270, (Syllabus in II.B.2) 2 <sup>nd</sup> year assessment practica, PSYD 8203.10 & 8203.11, (Syllabus in II.B.2) 2 <sup>nd</sup> year assessment supervision of students' assessment cases

Table 3 (Doctoral); Standard II.B.1.b

<p><b>How outcomes are measured</b> for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.</p>	<p>How outcomes are measured:</p> <p>Assessment I, PSYD8201 (Syllabus in II.B.2)</p> <p>Assessment II, PSYD8202 (Syllabus in II.B.2)</p> <p>Assessment III, PSYD8270, (Syllabus in II.B.2)</p> <p>2<sup>nd</sup> year assessment practica PSYD 8203 instructors' evaluation</p> <p>2<sup>nd</sup> year assessment supervisor's evaluation of assessment skills ratings</p> <p>2<sup>nd</sup> year advisor rating of assessment based on direct observation and biannual consultation with faculty</p>	<p>Evaluation tool and self-study location:</p> <p>Assessment I, PSYD8201, (Syllabus in II.B.2)</p> <p>Assessment II, PSYD8202(Syllabus in II.B.2)</p> <p>Assessment III, PSYD8270, (Syllabus in II.B.2)</p> <p>2<sup>nd</sup> year assessment practica administration and scoring assignments, PSYD 8203 (Syllabus in II.B.2)</p> <p>2<sup>nd</sup> year assessment supervisors' rating forms, <a href="#">Appendix II.B.1.b.2.3</a> through <a href="#">Appendix II.B.1.b.2.8</a>.</p> <p>2<sup>nd</sup> year advisor's evaluation forms <a href="#">Appendix II.B.1.a.1.2</a> and <a href="#">Appendix II.B.1.a.1.3</a></p>
<p>Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.</p>	<p><b>MLA for Assessment I:</b> Grade of B. Grades of B reflect adequate mastery of four of five criteria:</p> <ol style="list-style-type: none"> <li>1. Perform one behavioral observation collecting data as discussed in class.</li> <li>2. Demonstrate mastery of a clinical interview process collecting mental status and background information as outlined in class.</li> <li>3. Administer one cognitive measure (Wechsler Adult Intelligence Test-Fourth Edition, WAIS-IV/Wechsler Intelligence Scale for Children-Fifth Edition WISC-V) using proper standardization demonstrating an accurate understanding of technical principals and test administration.</li> <li>4. Demonstrate scoring and interpretation skills of a cognitive evaluation as required per evaluation requirements.</li> <li>5. Develop a written report articulating cognitive test results, limitations of findings, and cultural sensitivities required for the beginnings of a psychological evaluation.</li> </ol> <p><b>MLA for Assessment II:</b> Grade of B- and successfully passing the administration exam.</p> <p>For all students, the course must be passed with a grade of at least a B- in order to progress to clinical work. In the event of either a failing grade or a "low pass" (C+, C, C-) a remedial plan will be developed</p>	

	<p>and must be completed prior to progressing with clinical work. Specific required components include an administration final, which requires demonstrating proficiency in the administration of RIM, TAT, and HTP material, must be passed prior to conducting clinical assessments. The administration final will be administered to each student individually by the course instructor or one of the IA's and is graded pass/fail. In order to pass the administration final adequate administration instructions for the TAT and HFD must be demonstrated. For the RIM, adequate administration instructions and inquiry must be demonstrated.</p> <p><b>MLA for Assessment III:</b> Grade of B- on final exam.</p> <p>Final Exam: For this assignment, students will write an integrated MMPI-2-RF (considering validity and additional scales), Summary and Recommendations section of a psychological report. Additionally, students will be required to video tape and "present" their report sent on a MP4 (Can be filmed via Zoom). Data and narrative from other sections of the report will be provided. Your section will be the final portions of the psychological report. The completion of the final exam will occur at home and will be due at the end of the class (at noon). We will discuss in class how best to prepare for the exam.</p> <p>Grading includes the following:</p> <ol style="list-style-type: none"> <li>1. Accurate interpretation of the data</li> <li>2. Writing quality in a sensitive and compassionate manner to the examinee</li> <li>3. Clarity of writing reflecting coherent ideas presented in a manner that follows the rules of grammar</li> <li>4. Presentation of the case material</li> </ol> <p>Grades of B (B+, B-) reflect adequate mastery of the material and skills being addressed, taking into account both relevant objective standards and our assessment of the quality of the work by clinical and professional standards. This is the minimal level of performance expected of a doctoral student.</p> <p><b>MLA for 2<sup>nd</sup> year assessment practica:</b> Grade of B-</p> <p>Course grades are determined with 70 points given to the two written assignments (35 points each), 20 points to attendance and participation, 20 points to the mock feedback. Grades will then be totaled up out of 110, and converted to letter grades, where 88 points are necessary for grade of B-. Rubrics:</p> <p><u>Written Assignments Rubric:</u> (2 papers, each worth 35 points):</p>
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Table 3 (Doctoral); Standard II.B.1.b

	<p>Thorough response to the question (20 points)</p>	<p>20- Clearly and comprehensively responds to the assessment question. Incorporates and accurately interprets the data presented (can acknowledge the ambiguity or limitations inherent in the data). Depending on the specific assessment question, may provide recommendations or note additional data/measures that could be useful for a comprehensive assessment.</p> <p>15- Less thorough or comprehensive response to the assessment question, some significant errors in data interpretation or conceptualization.</p> <p>10- Large portion of the paper is a direct copy of the information stated by the presenter. Piecemeal response to the assessment question. Significant errors in data interpretation or conceptualization.</p>
	<p>Attending to identity (10 points)</p>	<p>10- Clear exploration of ways that identity (both yours and the patient's), power dynamics, and personal biases may impact the interpretation of the case or answer to the specific writing assignment question. May include additional questions you may want to explore, either with the patient or in the context of your supervision.</p> <p>7- Some exploration of identity, the relationship identities may have been missed or minimally explored.</p> <p>5- Although identities may be acknowledged, little is explored in the context of the case conceptualization/interpretation or response to the specific assignment question.</p>
	<p>Grammar (5 points)</p>	<p>5 – The formulation is virtually free of grammatical errors and shows attention to using experience-near language that is easy to understand.</p> <p>4 – The formulation has grammatical errors and/or typos and may also require revision in order to use language that is easy to understand or is free from clinical jargon.</p> <p>3 – The formulation has significant grammatical errors or typos and is difficult to understand because of grammar, lack of clarity, and language that is jargon-heavy.</p>



	<p><u>Mock Feedback Rubric (20 pts)</u></p> <p>20 points- Student engages in a mock feedback session that appropriately conveys the results in a clear, jargon-free, and empathic way. Student is open to suggestions from classmates and instructors about how to phrase feedback.</p> <p>15- Feedback is only somewhat aligned with the data presented, and results may have been presented in a way either lacking empathy or overly “softened” for the patient</p> <p>10- Feedback appears either poorly aligned with the material presented, is too generic, or lacks any framework that allows the patient to understand the results.</p> <p><u>Attendance/Participation (20 pts)</u></p> <p>Students are expected to participate collegially in discussions, evidencing professionalism, self-awareness, and active listening. That said, not knowing is ok and questions are welcome- this is how we learn! All students begin with a presumed 20 points, but may earn less than an A if there are unexcused absences, regular lateness, or regular steamrolling/defensive participation or lack of participation (e.g. if student is distracted, on their phone/computer doing other activities, etc.).</p> <p><b>MLA for 2<sup>nd</sup> year assessment supervisor’s evaluation of assessment skills:</b> “Yes” to questions:  Selects assessment measures with attention to issues of reliability and validity in conjunction with supervisor;  Selects assessment measures appropriate to the client population and referral question(s);  Demonstrates intermediate level knowledge of <i>administration</i> of traditional cognitive assessment measures; including the WAIS-IV or WISC-V;  Demonstrates intermediate level knowledge of <i>scoring</i> of traditional cognitive assessment measures including the WAIS-IV or WISC-V;  Demonstrates intermediate level knowledge of <i>administration</i> of traditional personality assessment measures including the Rorschach, MMPI-2/MMPI-2-RF, and TAT/CAT;  Demonstrates intermediate level knowledge of <i>scoring</i> of traditional personality assessment measures including the Rorschach, MMPI-2/MMPI-2-RF, and TAT/CAT;  Accurately interprets testing data;  Recognizes limitations of collected data;  Demonstrates awareness of technological advances in the field of assessment, as well as the strengths</p>
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	<p>and limitations of such advances; Writes assessment reports and communicates findings at an intermediate level.</p> <p><a href="#">Appendix II.B.1.b.2.3</a> through <a href="#">Appendix II.B.1.b.2.8</a>.</p> <p><b>MLA for 2<sup>nd</sup> year advisor's rating of assessment skills:</b> "Yes" to "on schedule and meeting expectations" demonstrated across clinical, course work, research, and other professional activities for "Demonstrates competence in Assessment." (<a href="#">Appendix II.B.1.a.1.2</a> and <a href="#">Appendix II.B.1.a.1.3</a>)</p>
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Table 3 (Doctoral); Standard II.B.1.b

<b>Competency:</b>	<i>(vii) Intervention</i>	
<b>Elements associated with this competency from <a href="#">IR C-8 D</a></b>	<ul style="list-style-type: none"> <li>• Establish and maintain effective relationships with the recipients of psychological services.</li> <li>• Develop evidence-based intervention plans specific to the service delivery goals.</li> <li>• Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.</li> <li>• Demonstrate the ability to apply the relevant research literature to clinical decision making.</li> <li>• Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.</li> <li>• Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.</li> </ul>	
<b>Program-defined elements associated with this competency (if applicable)</b>	<ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Required training/experiential activities to meet each element.</b> If applicable, clarify where activity description (e.g., syllabus) is located.	<p><u>First year:</u> PSYD 8220, Supportive Psychotherapy (Syllabus in II.B.2)</p> <p><u>Second year:</u> PSYD 8221 Psychodynamic Psychotherapy (Syllabus in II.B.2)</p> <p>PSYD8222 Behavioral and Cognitive Therapies (Syllabus in II.B.2)</p> <p>Supervised intervention in program clinic.</p> <p><u>Third year:</u> Supervised intervention at externship site.</p>	
<b>How outcomes are measured</b> for each training/experiential activity listed above. List where in the self-study all associated	<p>How outcomes are measured:</p> <p><u>First year</u> PSYD 8220, Supportive Psychotherapy (Syllabus in II.B.2)</p>	<p>Evaluation tool and self-study location:</p> <p>Final project of creating and evaluating a simulated therapy session as directed by the syllabus. (PSYD 8220 syllabus in II.B.2)</p>

Table 3 (Doctoral); Standard II.B.1.b

<p>evaluation tools are located.</p>	<p><u>Second year:</u>                  PSYD 8221 Psychodynamic Psychotherapy (Syllabus in II.B.2)</p> <p>PSYD8222 Behavioral and Cognitive Therapies (Syllabus in II.B.2)</p> <p>Supervised intervention in program clinic.</p> <p>2<sup>nd</sup> year advisor rating of intervention based on direct observation and biannual consultation with faculty</p> <p><u>Third year:</u>                  Supervised intervention at externship site.</p> <p>3<sup>rd</sup> year advisor rating of intervention based on direct observation and biannual consultation with faculty</p>	<p>Presentation and paper rubric in syllabus (Syllabus in II.B.2)</p> <p>Course paper, presentation and exam in syllabus (Syllabus in II.B.2)</p> <p>2<sup>nd</sup> year intervention supervisors' rating forms, <a href="#">Appendix II.B.1.b.2.3</a> through <a href="#">Appendix II.B.1.b.2.8</a>.</p> <p>2<sup>nd</sup> year advisor's evaluation forms <a href="#">Appendix II.B.1.a.1.2</a> and <a href="#">Appendix II.B.1.a.1.3</a></p> <p>3<sup>rd</sup> year intervention supervisors' rating forms, <a href="#">Appendix II.B.1.b.2.9</a> through <a href="#">Appendix II.B.1.b.2.12</a>.</p> <p>3<sup>rd</sup> year advisor's evaluation forms <a href="#">Appendix II.B.1.a.1.2</a> and <a href="#">Appendix II.B.1.a.1.3</a></p>												
<p><b>Minimum levels of achievement (MLAs)</b> for each outcome measure/evaluation tool listed above.</p>	<p><u>First year:</u></p> <p><b>MLA for PSYD 8220, Supportive Psychotherapy Final Project</b> = score of 18 out of 24.</p> <p>Rubric: PWC (vii): Students will demonstrate competency in interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations.</p> <p>Students will be evaluated on their personal awareness, client awareness, , and overall clinical skills. See Below. <b>Students must meet standards for all of the below criteria to pass the Final Project and move onto the practicum. A perfect score is 24 points, but a student must have 3 or above on each criteria to meet program standards.</b></p> <table border="1" data-bbox="485 1295 2043 1399"> <thead> <tr> <th data-bbox="485 1295 852 1328">Performance Criteria</th> <th data-bbox="852 1295 1209 1328">Below Standard</th> <th data-bbox="1209 1295 1484 1328">Approaching Standard</th> <th data-bbox="1484 1295 1759 1328">Meets Standard</th> <th data-bbox="1759 1295 2043 1328">Exceeds Standard</th> </tr> </thead> <tbody> <tr> <td data-bbox="485 1328 852 1399"></td> <td data-bbox="852 1328 1209 1399">1 point</td> <td data-bbox="1209 1328 1484 1399">2 points</td> <td data-bbox="1484 1328 1759 1399">3 points</td> <td data-bbox="1759 1328 2043 1399">4 points</td> </tr> </tbody> </table>				Performance Criteria	Below Standard	Approaching Standard	Meets Standard	Exceeds Standard		1 point	2 points	3 points	4 points
Performance Criteria	Below Standard	Approaching Standard	Meets Standard	Exceeds Standard										
	1 point	2 points	3 points	4 points										

Table 3 (Doctoral); Standard II.B.1.b

	<p><u>Personal Awareness</u></p> <p>Student is able to identify their own feelings, thoughts, attitudes, and behaviors regarding session</p>	<p>Student rarely demonstrates an awareness of how their personal reactions impact session</p>	<p>Student demonstrates some awareness of how his/her personal reactions impact session</p>	<p>Student provides a clear description of counter-transferential feelings, which demonstrates a general awareness of how his/her personal reactions impact the session.</p>	<p>Student provides a clear and rich description of his/her counter-transferential feelings, which demonstrates strong insight into how his/her personal reactions impact the session.</p>
	<p><u>Client Awareness</u></p> <p>Student is able to identify the client's thoughts, feelings, attitudes and behaviors</p>	<p>Student rarely demonstrates an awareness of the clients reactions</p>	<p>Student demonstrates some awareness of clients reactions</p>	<p>Student provides a clear description of clients' thoughts, feelings, and behaviors, which demonstrates a general awareness of client's personal reactions to the session.</p>	<p>Student provides a clear and rich description of client's thoughts, feelings, and behaviors, which demonstrates strong insight into the client's reactions to the session.</p>
	<p><u>Clinical Skills</u></p> <p>Student is able to accurately Label microskills used and explain rationale for using clinical intervention</p>	<p>Student does not accurately labels and explains rationale for using microskills</p>	<p>Student sometimes accurately labels, and explains rationale for using microskills.</p>	<p>Student accurately labels most to all microskills and provides a logical rationale for using microskills</p>	<p>Student accurately labels all microskills and provides a logical, evidence-based rationale for using microskills</p>
	<p><u>Alternative Interventions</u></p> <p>Student is able to generate effective alternative interventions</p>	<p>Alternative response is not Improved from the original response</p>	<p>Alternative response is slightly improved from original response</p>	<p>Alternative response is adequately improved from original response</p>	<p>Alternative response is strongly improved from original response</p>
	<p><u>Summary of Strengths and Limitations</u></p> <p>Student is able to identify the strengths and limitations of the</p>	<p>Students summary is primarily inaccurate</p>	<p>Students summary is somewhat accurate</p>	<p>Student clearly summarizes the strengths and limitations and includes relevant examples.</p>	<p>Student clearly and richly summarizes the strengths and limitations and includes compelling and relevant examples.</p>

Table 3 (Doctoral); Standard II.B.1.b

<p>session (i.e., skills used/not used, Impact of self in session,</p>														
<p><u>Multicultural Competency</u> Student is able to examine their multicultural awareness, knowledge, and skills</p>	<p>Student is rarely able to examine their multicultural awareness, knowledge, and skills</p>	<p>Student demonstrates some ability to examine their multicultural awareness, knowledge, and skills</p>	<p>Student provides a clear description of multicultural issues, which demonstrates an understanding of multicultural awareness, knowledge, and skills.</p>	<p>Student provides a clear and rich description of multicultural issues, which demonstrates deep multicultural awareness, knowledge, and skills.</p>										
<p><b>MLA for PSYD 8221 Psychodynamic Psychotherapy:</b> Grade of B reflecting student performance. Presentation and Paper rubrics:</p> <p style="text-align: center;">PSY.D. 221 LAB PRESENTATION RUBRIC</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 70%;">Presentation is clear, concise, focused on key issues:</td> <td style="text-align: right; width: 30%;">/2</td> </tr> <tr> <td>Student frames the process discussion in terms of issues discussed in class, including diversity considerations:</td> <td style="text-align: right;">/2</td> </tr> <tr> <td>Student conveys an accurate understanding of process material, including defenses evident, transference/ countertransference, key conflicts or repetitions:</td> <td style="text-align: right;">/2</td> </tr> <tr> <td>Student participates in the discussion in a collegial, non-defensive manner:</td> <td style="text-align: right;">/2</td> </tr> <tr> <td>Student conveys an accurate, clear, nuanced, psychodynamic understanding of the technical issue:</td> <td style="text-align: right;">/2</td> </tr> </table>					Presentation is clear, concise, focused on key issues:	/2	Student frames the process discussion in terms of issues discussed in class, including diversity considerations:	/2	Student conveys an accurate understanding of process material, including defenses evident, transference/ countertransference, key conflicts or repetitions:	/2	Student participates in the discussion in a collegial, non-defensive manner:	/2	Student conveys an accurate, clear, nuanced, psychodynamic understanding of the technical issue:	/2
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	<p>Total score: /10</p> <p style="text-align: center;">PSY.D. 221 DISCUSSION ESSAY RUBRIC</p> <p>Paper is clearly written, concise, effectively organized, and focused on the key issues: /5</p> <p>Discussion of diversity/ cultural factors /5</p> <p>Paper discussion effectively integrates the perspectives of the literature paper, the lab discussion, and the students' own ideas into a coherent discussion of the technical issue. /20</p> <p>Total score: /30</p> <p><b>MLA for PSYD8222 Behavioral and Cognitive Therapies</b> (Syllabus in II.B.2) Grade of B on course presentation, paper and exam. Grading Rubric for grade of B: <b>B</b> = Assignments are completed with systematic integration of cognitive and behavioral theory, as defined by readings and lecture material. All aspects of the assignment are completed but may not demonstrate a more cohesive or applied understanding of the materials. For example, the treatment methods do not clearly align with the functional analysis of the case. All evidence-based articles contain a cognitive and behavioral basis.</p> <p><b>MLA for 2<sup>nd</sup> year intervention supervisors' rating forms:</b> "Yes" to question: "Displays basic helping skills"</p> <p><b>MLA for 2<sup>nd</sup> year advisor's evaluation forms:</b> "Yes" to "on schedule and meeting expectations" demonstrated across clinical, course work, research, and other professional activities for "Demonstrates competence in Intervention"</p> <p><b>MLA for 3<sup>rd</sup> year intervention supervisors' rating forms:</b> "Yes" to questions: "Displays clinical skills" and "Demonstrates knowledge, understanding, and application of the concept of evidence-based practice"</p> <p><b>MLA for 3<sup>rd</sup> year advisor's evaluation forms:</b> "Yes" to "on schedule and meeting expectations" demonstrated across clinical, course work, research, and other professional activities for "Demonstrates competence in Intervention"</p>
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Table 3 (Doctoral); Standard II.B.1.b

<b>Competency:</b>	<i>(viii) Supervision</i>	
<b>Elements associated with this competency from <a href="#">IR C-8 D</a></b>	<ul style="list-style-type: none"> <li>Demonstrate knowledge of supervision models and practices.</li> </ul>	
<b>Program-defined elements associated with this competency (Note: Additional element required for this competency [to ensure multiple elements are evaluated])</b>	Demonstrate the ability to apply knowledge of supervision models and practices to the process of peer supervision.	
<b>Required training/experiential activities to meet each element.</b> If applicable, clarify where activity description (e.g., syllabus) is located.	2 <sup>nd</sup> year supervised clinical work  3 <sup>rd</sup> year supervised clinical externship  3 <sup>rd</sup> year supervision course, PSYD 8270.10 (fall) (Syllabus in II.B.2)	
<b>How outcomes are measured</b> for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	How outcomes are measured:  2 <sup>nd</sup> year supervised clinical work  3 <sup>rd</sup> year supervised clinical externship  3 <sup>rd</sup> year supervision course, PSYD 8270.10 (fall) (Syllabus in II.B.2)	Evaluation tool and self-study location:  2 <sup>nd</sup> year intervention supervisors' rating forms, <a href="#">Appendix II.B.1.b.2.3</a> through <a href="#">Appendix II.B.1.b.2.8</a> .  3 <sup>rd</sup> year intervention supervisors' rating forms, <a href="#">Appendix II.B.1.b.2.9</a> through <a href="#">Appendix II.B.1.b.2.12</a> .  Peer supervision exercise and four associated Papers for PSYD 8270.10 (fall) (Syllabus in II.B.2)
<b>Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed</b>	<b>2<sup>nd</sup> year supervised clinical work MLA:</b> "Yes" to question: "Demonstrates basic knowledge of and compliance with expectations for supervision"	



above.	<ol style="list-style-type: none"> <li>1. Based on: Attends supervision regularly and punctually, and seeks additional supervision promptly when needed</li> <li>2. Accepts feedback non-defensively</li> <li>3. Implements supervisor's feedback promptly and effectively</li> </ol> <p><b>3<sup>rd</sup> year supervised clinical externship MLA: "Yes" to question: "Uses supervision effectively"</b></p> <ol style="list-style-type: none"> <li>1. Based on: Demonstrates awareness of role of supervisor and supervisee, including vicarious liability of the supervisor</li> <li>2. Demonstrates awareness of, and complies with, expectations in supervision</li> <li>3. Attends supervision regularly and promptly and seeks additional supervision promptly when needed</li> <li>4. Is willing to acknowledge and explore own mistakes</li> <li>5. Accepts feedback non-defensively</li> </ol> <p><b>3<sup>rd</sup> year supervision course, PSYD 8270.10 (fall) MLA: Grade of "B" on four written assignments assessing peer-supervision experience</b></p> <p>Paper grading rubrics for grade of B:</p> <p><b>B =.</b> Detailed written description of specific interactions with second year supervisee followed by some discussion and comments demonstrating application of relevant issues from theories and practice of Clinical Supervision, 3 or more references from the readings or from relevant literature.</p> <p>Paper Topics addressed:</p> <p>Paper 1. Supervision Models and Alliance building.</p> <ol style="list-style-type: none"> <li>a. Assess the alliance you have built so far with your supervisee and describe the steps you have made to develop it.</li> <li>a. Describe negative factors that you observed in your supervision and how exactly you were trying to address them during your supervisory meetings.</li> <li>b. Describe the model of supervision you chose to implement and how exactly you are planning to follow chosen model on your supervision.</li> <li>c.</li> </ol> <p>Paper 2. Supervision Models and Practices.</p>
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	<p>a. Main goals of supervision are changing, shaping and supporting supervisee’s behavior. Describe specific interventions that you have made during the meetings with your 2nd year student aimed at accomplishing these goals.</p> <p>b. Compare your experience of working with your second-year supervisee, peer supervision with a classmate and your “real” supervisor. Assess distribution of power and authority, methods of supervision and content of supervision. Describe the factors that determined working alliance in each of these situations.</p> <p>c. Describe in detail your experience of working with your class peer during supervision exercises in class and comment on the following issues:</p> <p>1) In the role of the supervisor which model of thought (inductive, associative, creative, self-reflective) you tried to develop while working with your supervisee and how did you decide on that?</p> <p>2) In the role of the supervisee how did you decide which case to present for supervision, how helpful this supervision was for you and why?</p> <p>3) What are the triadic dynamics that you noticed while presenting to your peer in class: who were alienated against whom (supervisor and supervisee against the patient, supervisee and peer supervisor against the “real” supervisor, patient and supervisee against supervisor, etc.)</p> <p>Paper 3. Supervision practices and Ethical Dilemmas in Supervision</p> <p>a. Describe the role of countertransference in your work with the 2<sup>nd</sup> year student: your own countertransference, student’s countertransference towards the patient, your attempts to explore countertransference in supervision, etc.</p> <p>b. Reflect on the role of boundaries in your supervision with 2<sup>nd</sup> year student. Does the “teach or treat” dilemma apply in any way to your work? Do you feel that there are any boundary crossings on your supervisee’s part? How did you handle them?</p> <p>c. Have you had any issues related to self-disclosure (not just about your patients or experience in the program so far, but more personal things) in your work with your student? What have you “self-disclosed” so far? How can you be sure that it was done within appropriate boundaries and served your supervision in a constructive way?</p> <p>d. What are ethical dilemmas that you have confronted so far in your work with peer supervisee and how were you able to address them.</p>
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	<p>Paper 4. Individual and Cultural Diversity Issues in Supervision</p> <ol style="list-style-type: none"> <li>a. Describe individual (gender, identity, etc) and cultural issues that you became aware of in your supervision with 2<sup>nd</sup> year students</li> <li>b. Describe how you have taken into consideration issues of diversity in your supervisory work.</li> <li>c. Assess evaluation/feedback of your work with the student. Describe the feedback that you have given, have tried to give, would have wanted to give, etc. and the process of presenting it. Did it work out or not and why?</li> </ol>
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<b>Competency:</b>	<i>(ix) Consultation and interprofessional/interdisciplinary skills</i>		
<b>Elements associated with this competency from <a href="#">IR C-8 D</a></b>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge and respect for the roles and perspectives of other professions.</li> <li>• Demonstrates knowledge of consultation models and practices.</li> </ul>		
<b>Program-defined elements associated with this competency (if applicable)</b>	<ul style="list-style-type: none"> <li>•</li> </ul>		
<b>Required training/experiential activities to meet each element.</b> If applicable, clarify where activity description (e.g., syllabus) is located.	<p><u>2<sup>nd</sup> year:</u> 2<sup>nd</sup> year supervised clinical work which includes consultation and collaboration with allied health professionals.</p> <p><u>3<sup>rd</sup> year:</u> Community consultation course. PSYD 8246 (Syllabus in II.B.2)</p>		
<b>How outcomes are measured for each training/experiential activity</b>	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">How outcomes are measured: <u>2<sup>nd</sup> year:</u></td> <td style="width: 50%;">Evaluation tool and self-study location:</td> </tr> </table>	How outcomes are measured: <u>2<sup>nd</sup> year:</u>	Evaluation tool and self-study location:
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Table 3 (Doctoral); Standard II.B.1.b

<p>listed above. List where in the self-study all associated evaluation tools are located.</p>	<p>2<sup>nd</sup> year supervised clinical work</p> <p><u>3<sup>rd</sup> year:</u> Community consultation course. PSYD 8246 (Syllabus in II.B.)</p>	<p>2<sup>nd</sup> year intervention supervisors' rating forms, <a href="#">Appendix II.B.1.b.2.3</a> through <a href="#">Appendix II.B.1.b.2.8</a>.</p> <p>Consultation project developed by course students and evaluated by instructor. (Syllabus in II.B.2)</p>
<p><b>Minimum levels of achievement (MLAs)</b> for each outcome measure/evaluation tool listed above.</p>	<p><b>MLA for 2nd year intervention supervisors' rating forms:</b> "Yes" to question: "Demonstrates knowledge of and respect for the roles and perspectives of other professions" based on:</p> <ol style="list-style-type: none"> <li>1. Demonstrates knowledge of the roles other healthcare providers play in patient care</li> <li>2. Accurately identifies other healthcare providers who might be of help to a particular patient</li> <li>3. Shows respect for perspectives and approaches to treatment that differ from one's own</li> </ol> <p><b>MLA for consultation project developed by course students and evaluated by instructor:</b> students' active participation in the course and successful conceptualization and creation of a community consultation project.</p>	